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ABSTRACT

As part of efforts to improve services for children from birth to age five, the Maryland Joint Committee on Children, Youth, and Families charged the State Department of Education with identifying and implementing, by school year 2000-01, an early childhood assessment system that would provide baseline information on children entering kindergarten. This report provides state- and county-level school baseline information for 2002-03, the second year that all kindergartners in Maryland were rated on school readiness. The Work Sampling System (WSS) was used to assess kindergartners' skills in seven curricular domains: social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. The statewide data for the composite score revealed that 52 percent of entering kindergartners in Maryland were rated by their teachers as "fully ready" to perform kindergarten work. Forty-one percent of entering students were at the "approaching readiness" level and needed targeted support to meet kindergarten expectations, and 7 percent were at the "developing readiness" category and needed considerable support to perform kindergarten work successfully. Most of the support was needed in the domains of scientific thinking, social studies, mathematical thinking, and language and literacy. Compared to 2001-02 data, the composite school readiness data showed that 3 percent more kindergarten students came to school fully ready, with improvement evident in all domains. The area showing the largest improvement was language and literacy. The bulk of the report is presented in five appendices providing descriptions of the 30 WSS indicators, county-level data on selected WSS performance indicators, and trend data over time as well as information for specific groups of children. The fifth appendix contains 12 references. (KB)

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CHILDREN ENTERING SCHOOL READY TO LEARN

School Readiness Information

School Year 2002-03 by State and County

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

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Executive Summary

In September 1999, the Maryland Joint Committee on Children, Youth, and Families decided to focus its work on improving services for children, birth to five, affecting one of the eight results areas established by the Maryland Partnership – *Children Entering School Ready to Learn.*

As part of its efforts, the Joint Committee requested the Maryland Subcabinet for Children, Youth, and Families to develop a process to establish baseline information on the social, physical, linguistic, and cognitive skills of children entering kindergarten. The Maryland State Department of Education (MSDE) was charged with identifying and implementing an early childhood assessment system by school year 2000-01 that provided baseline information on children entering kindergarten. Upon the Subcabinet's recommendation, the Joint Committee selected the Work Sampling System (WSS)™ as the early childhood assessment system to be used in kindergarten for the purpose of assessing entering kindergartners' skills for seven curricular domains.

The school readiness information for school year 2002-03 represents the second year that all kindergartners in the state of Maryland were rated on their readiness for school, i.e., kindergarten. The statewide data for the composite score reveals that 52% of entering kindergarten students in Maryland have been rated by their teachers as "fully ready" to do kindergarten work. 41% of entering students are at the "approaching readiness" level and need targeted support in order to meet kindergarten expectations, and 7% of the students are in the "developing readiness" category and need considerable support in order to do kindergarten work successfully. Most of the support is needed in the domains of Scientific Thinking, Social Studies, Mathematical Thinking and Language and Literacy.

Compared to the school readiness baseline data collected in school year 2001-02, the composite school readiness data shows that 3% more kindergarten students came to school fully ready. There was improvement in all domains. The largest improvement area was in language and literacy with an increase in 2003 of 6% of the students rated "fully ready". Mathematical thinking improved by 4%, and the domain, Social and Personal Development, improved by 5%from 2001-02.

This year's report provides descriptions of the state of school readiness in Maryland. The results vary among local school systems and provide trend data over time as well as information for specific groups of children.

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Background

The Importance of School Readiness

Recent neuroscientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require necessary family and health support to thrive developmentally.

Charge by the Joint Committee on Children, Youth, and Families and MSDE's Requirements

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. The report states, "If progress toward our goal (of school readiness) is to be made, policymakers must have access to data by which progress may be measured (p.1)" (Maryland Subcabinet, 2000). Aside from collecting information about the increasing number of programs and services, the report states that additional information is needed to gauge children's skills and abilities when they enter kindergarten. Subsequently, the Joint Committee requested to establish school readiness information describing young children's social, physical, linguistic, and cognitive skills when they enter kindergarten.

The Maryland Model for School Readiness (MMSR) and the Work Sampling System (WSS)

For the last four years, MSDE's early childhood assessment initiative for prekindergarten and kindergarten has been named the Maryland Model for School Readiness (MMSR). The MMSR is a school readiness framework designed to help teachers improve assessment and instructional techniques to support young children's readiness for school. The MMSR includes the following components: assessment, instruction, family communication, and articulation among programs. In order to implement the MMSR effectively, teachers of young children receive intensive staff development. These seminars emphasize good assessment techniques to meet curricular expectations, stress effective communication with families, and include sessions on both Language and Literacy and, Mathematical and Scientific Thinking. Since 2000, the MMSR has been applied to kindergarten and many prekindergarten programs as well as most Head Start programs in Maryland. Since early 2002, the MMSR has been available to child care programs that are working with children before they enter kindergarten. In 2003, the MMSR included home visitors as part of a pilot project.

The MMSR includes as its assessment component the Work Sampling System™ (WSS), a nationally and internationally considered state-of-the-art assessment system for early education. The WSS helps teachers document and evaluate children's skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas. Through observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and what they still need to work on. Thus, the WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is designed to support the learning of every student toward consistent expectations across seven curricular domains. These domains are:

1. Social and Personal Development;
2. Language and Literacy;
3. Mathematical Thinking;
4. Scientific Thinking;
5. Social Studies;
6. The Arts;
7. Physical Development and Health.

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The WSS is based on national and state standards. These standards are reflected in the WSS Developmental Checklists that are used by teachers to document and rate each child's growth and progress during the school year. Teachers work with specific guidelines that tell them what to look for when they evaluate their students. Typically, teachers evaluate their students' skills and abilities two or three times a year. Teachers share the assessment information with parents and also report it to the teachers in the next grade as part of the school's grade-to-grade articulation.

As an outgrowth of the Joint Committee's emphasis on a results-based planning process, service providers across the state are engaged in planning for results, including tracking the progress of school readiness in Maryland. The data in this report provides the school readiness results for school year 2002-03 from all kindergarten students enrolled in public schools.

Rationale for Using the WSS to Evaluate Kindergartners' School Readiness Levels

Early education experts share the belief, reflected in the MMSR, that young children should be provided with learning opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. This early childhood assessment is not intended to label children; rather, it is meant to provide useful information about children's skills and abilities at the point in time when they enter the public school system.

The WSS was selected for providing school readiness information on children entering kindergarten in Maryland for the following reasons:

1. Research base for the MMSR and the use of the WSS as its assessment component

The Maryland Model for School Readiness draws its foundation from recommendations by the National Education Goals Panel's Goal 1 Technical Planning Group (1995), regarding two major principles for children entering school ready to learn:

- school readiness embraces all dimensions of young children's early learning, including the social, emotional, physical, linguistic, and cognitive domains;
- school readiness requires the commitment to improve institutional readiness through the alignment of assessment, classroom practice, communication with families, staff development, and coordinated policies among early education programs.

A strong body of research confirms these principles and how they relate to the MMSR components of assessment, instruction in the classroom, family communication, staff development, and coordination of early education services[1].

Assessment practices in early childhood education programs are characterized by documenting, recording, and interpreting children's performance (Johnson & Rogers, 2001). Young children's interactions with materials, peers and adults are particularly opportune in which to observe and document children's skills and behaviors (Rosko & Neuman, 1993). Classroom teachers become the primary agents for evaluating and interpreting children's skills, behaviors, and abilities (Clay, 1998). In classroom settings, teachers rely on their own judgments in evaluating student achievement, planning instruction, and reporting to parents (Popham, 1996; Stiggins, 1998). In fact, since teachers observe and interact with their students on a daily

[1] For the purposes of this report, only the assessment component is included. For more information about the other components, see Maryland State Department of Education (2003). The Maryland Model for School Readiness – Research and Policy, Baltimore; Author.

basis, they are in the best position to evaluate their students' accomplishments and needs (Calfee & Hiebert, 1991). Salinger (2001) argues that classroom-based assessment systems, in response to the limitations of standardized tests in early childhood education, can serve classroom needs and can also be aggregated for external use.

However, to overcome the concerns of subjectivity inherent in teachers' evaluations (Hogi & Coladarci, 1989), any valid and reliable assessment format must include the following:

- a systematic format for evaluating and interpreting children's learning;
- alignment with the curriculum taught in the classroom; and
- concrete safeguards against teachers' biases in influencing student outcomes.

To meet these criteria, the MMSR includes an assessment format[2] that emphasizes specific guidelines of skill-based performance indicators, establishes the distinction between on-going documentation of learning and summative evaluation, and uses performance indicators, based on national standards, that align with the readiness expectations defined by the MMSR. The MMSR includes an instructional planning guide to help staff and teachers align the MMSR readiness outcomes and indicators, the WSS performance indicators for on-going assessment, and curriculum either developed by a local school system or an independent early childhood curriculum.

The MMSR establishes safeguards against teacher biases. Threats to reliability of teacher generated student evaluation can be (1) sampling error; (2) lack of internal consistency; and, (3) subjectivity of the scoring process. Sampling problems are eliminated through census administration of the WSS. Internal consistency is measured statistically to determine whether the teacher ratings are explained by the actual performance of the students or by other factors[3]. Controlling the subjectivity of ratings is a function of a high degree of training and well-defined scoring criteria (Shavelson, Baxter & Pine, 1992). The school readiness information has no accountability consequences for teachers or the schools.[4]

2. WSS reflects national recommendations on early childhood assessment

The aggregated WSS information in the form of the seven (7) domains reflects all aspects of children's learning. It conforms to national policies on school readiness, particularly the National Education Goals Panel (NEGP), that recommends the following general principles to guide state policies and practices for the assessment of young children:

- Assessment should bring about benefits for children – either in direct services to the child or in improved quality of educational programs.
- Assessment should be age-appropriate in both content and the method of data collection. For instance, assessments of young children should address the full range of early learning and development.

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[2] The Work Sampling System (WSS) has been selected statewide since it meets these criteria. The Early Childhood Observation Record (ECOR) in Montgomery County and the Teacher Observation of Learning (TOOL) in Anne Arundel County, also meet these criteria and are compatible with the MMSR.

[3] For the school readiness information in school year 2002-03, the Cronbach alpha reliability coefficient for internal consistency on the 30 WSS indicators is .9679, and the Guttman split-half reliability coefficient is .9265.

[4] Concerns about the school readiness information reflecting on the performance of the school are not warranted since the children receive ratings as they enter kindergarten; teacher ratings cannot be used to judge the performance of the teachers since the data only reports on the skill levels of children as they begin classroom instruction.

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- Methods of assessment should recognize that children need familiar contexts in order to be able to demonstrate their abilities.

These principles established by NEGP govern the use of WSS in kindergarten.

3. WSS provides an age-appropriate format for assessing young children

Young children's developmental skills and abilities vary widely when they enter kindergarten. Their understanding of their immediate world is just forming. Their skills and abilities are dependent on the stimulation they have received during the first four years of their lives before they enter kindergarten. Young children demonstrate their skills, behaviors, and knowledge in a variety of ways – when they play alone or with other children, when they interact with care providers or teachers, and when they approach specific tasks.

In order to determine the skills and abilities children bring with them when they enter kindergarten, teachers have to be excellent observers of children's learning. They have to know what to look for and how to document what they see and hear. And, they have to use that information diagnostically to support and challenge children's learning. The WSS is the tool that helps them to do that. It is an in-depth and authentic way of recording children's skills. At least twice a year, teachers use the documentation to evaluate and rate children's performance to determine if they are "Proficient", "In Process", or "Need Development" in respect to the performance indicators on the WSS Kindergarten Checklist.

In order to provide a group profile of what children know and are able to do across the state for schools and local school systems, the teachers' classroom evaluations from the first evaluation period in the fall 2002 are used for this report.

Method of Implementation

Statewide Implementation of the WSS in School Year 2002-03

Kindergarten teachers use the WSS with all children throughout the school year[5]. For this report, teachers have provided information on students' skills and abilities during the fall 2002. The fall assessment ratings were done on 30 selected WSS performance indicators of the 66 WSS Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS indicators represent the aforementioned seven WSS domains (Appendix A) that were used for the school readiness baseline information.

Collection of School Readiness Data During Fall 2002

A total of 2,114 teachers observed and documented their students' performance in their classrooms during the first 8 weeks of school. Between November 4-15, 2002, these teachers evaluated and rated their students' performance according to the WSS assessment protocol and specific guidelines that were developed by MSDE[6]. Seven domain scores and the composite score of all domains are provided. Local school systems provided the following demographic information on each kindergarten student:

- Student ID number;
- Race/ethnicity;
- Gender;
- Enrollment in the Federal Free and Reduced Lunch Program;
- Prior early care experience; and,
- Students who receive special education services and have Individual Education Plans (IEPs) or have been designated as having limited English proficiency (LEP).

Assessment data for all kindergarten students was scanned and scored by NCS Pearson, a contractor, and submitted to Case Consulting, Inc. for analysis.

Reporting of the seven (7) WSS domain scores reflects the percentage of students who have reached one of the following levels of readiness:[7]

Full Readiness: Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
Approaching Readiness: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
Developing Readiness: Students do not demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

School readiness data is available as follows:

- School Building
- Local School System
- State of Maryland

This report includes local school system and state school readiness data. School building information has been transmitted to local school systems for use in planning.

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[5] Several local school systems have the WSS indicators integrated into their kindergarten report cards.
[6] Teachers use the MMSR Fall Performance Examples for determining performance ratings on students.
[7] See Introduction to Scoring on p. B1

Analysis of the School Readiness Information

The school readiness information has been analyzed for the seven WSS curricular domains and the composite. It was disaggregated (i.e., broken out) for:

- Race/Ethnicity;
- Gender;
- Prior Early Care;[8]
- Special Education;[9]
- Limited English Proficiency;[10] and,
- Enrollment in Free and Reduced Price Meals Program.[11]

Interpretation of the Results

The school readiness information provides information about the state of school readiness in Maryland regarding how many children are at the full, approaching, or developing readiness levels. The information provides descriptive data of the percentage of students at each of the readiness levels for each domain and the composite. Since each readiness level is discretely defined, the data provides information on the need of targeted or considerable support for entering kindergarten children. The data also provides information about specific groups of kindergarten students (i.e., by race/ethnicity or gender) and, thus, establishes the relationship between readiness outcomes and demographic variables. Over time, the information can be tracked for the kindergarten population as a whole or specific groups of students as they matriculate to primary grades and for each new cohort of kindergarten students.

Interpreting the results regarding the readiness levels for specific early care experiences is particularly useful if it is evaluated as a way to track progress over time for each type of prior care. A direct comparison between the types of prior early care categories offers limited use since each of the categories represents different population groups.

[8] This information describes the percentage of students who had their most recent (i.e., 12 months), predominant, and structured early care experience in the following types of programs: child care center; family child care, Head Start, nursery school, public school prekindergarten, or had their prior experience at home or in some type of informal care with a relative.

[9] This information describes the percentage of students assessed who receive special education services and have an Individual Education Plan (IEP).

[10] This information describes the percentage of students assessed who have been identified by the local school system as having limited English proficiency (LEP).

[11] This information describes the percentage of students enrolled in the U.S. Department of Agriculture School Lunch Program whereby the categories "free" and "reduced" denote low and moderate family income as a means to qualify for meal services.

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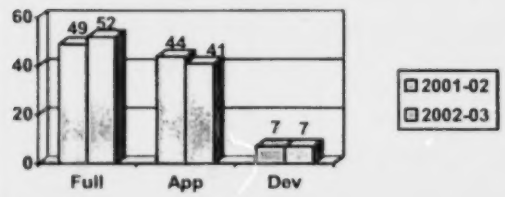
Results of School Readiness Information for School Year 2002-03

Major Results of the School Readiness Information

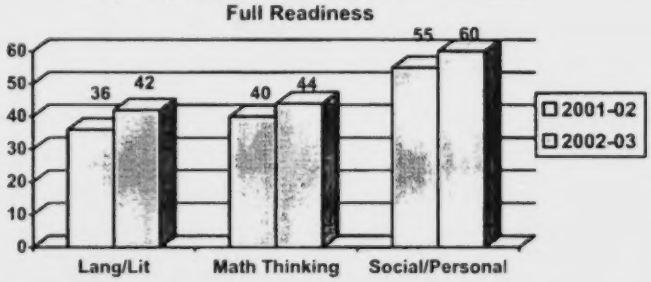
Compared to the baseline established in school year 2001-02, the cohort of entering kindergarten students in Maryland improved its overall school readiness levels.[12] 52% of kindergarten students in Maryland were evaluated by their teachers as "fully" ready, indicating an increase by 3%. The percentage of students evaluated as "developing" remained the same at 7% statewide.

School Readiness 2001-02 and 2002-03 Composite



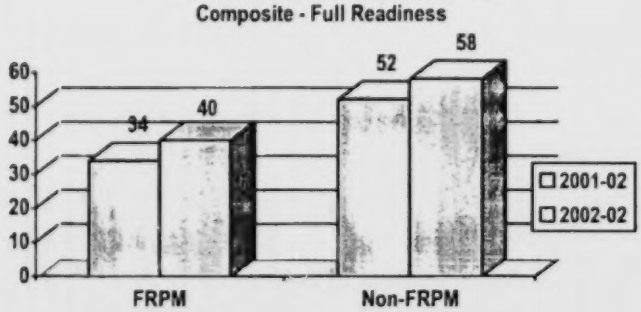
The full readiness skills in language and literacy increased by 6%, in Mathematical Thinking by 4%, and in Social and Personal skills by 5% over last year.[13]

School Readiness 2001-02 and 2002-03 Lang/Literacy, Math Thinking, Social/Personal Full Readiness



While increases occurred for all population groups such as English language learners compared to native speakers or children from low income compared to middle income families, the gap between these groups persisted. Although both low and middle income children showed improved school readiness skills this year, the gap between low and middle income students remained the same. For example, at the "full readiness" level, both low income[14] and middle income kindergarten students improved by 6%, but still show a gap of 18%, the same as last year.

School Readiness 2001-02 and 2002-03 Free and Reduced Priced Meals (FRPM) Composite - Full Readiness

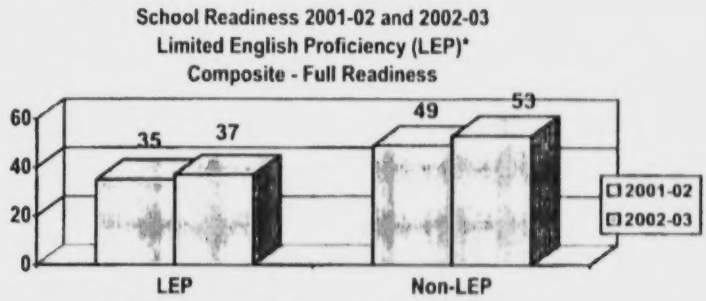


[12] Information about the comparison with baseline data from 2001-02 is available in Appendix D.

[13] The correlation between the domain of Language & Literacy was the strongest with the composite score (Pearson coefficient .909) and the Pearson coefficient for the domain mathematical thinking was .867.

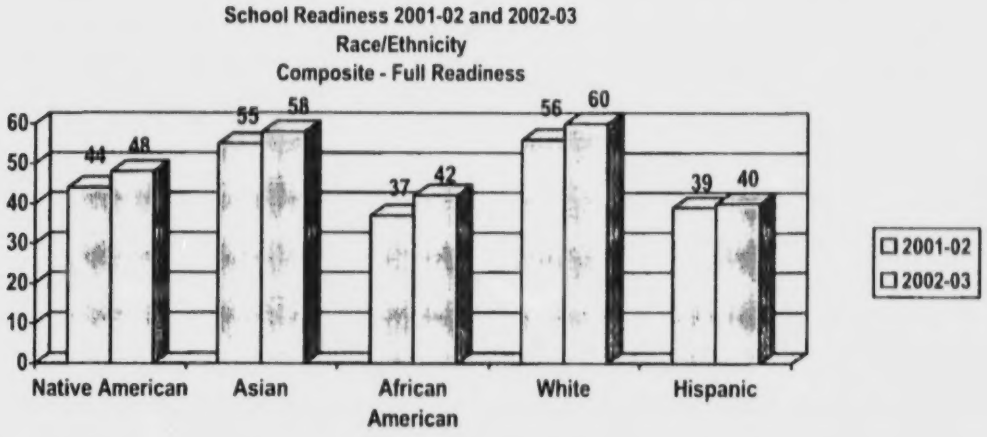
[14] Determined as students who are eligible for free or reduced price meals under the guidelines established by the U.S. Department of Agriculture.

An analysis of the composite scores for full readiness indicate a gap of 16% between English language learners[15] and native speakers.



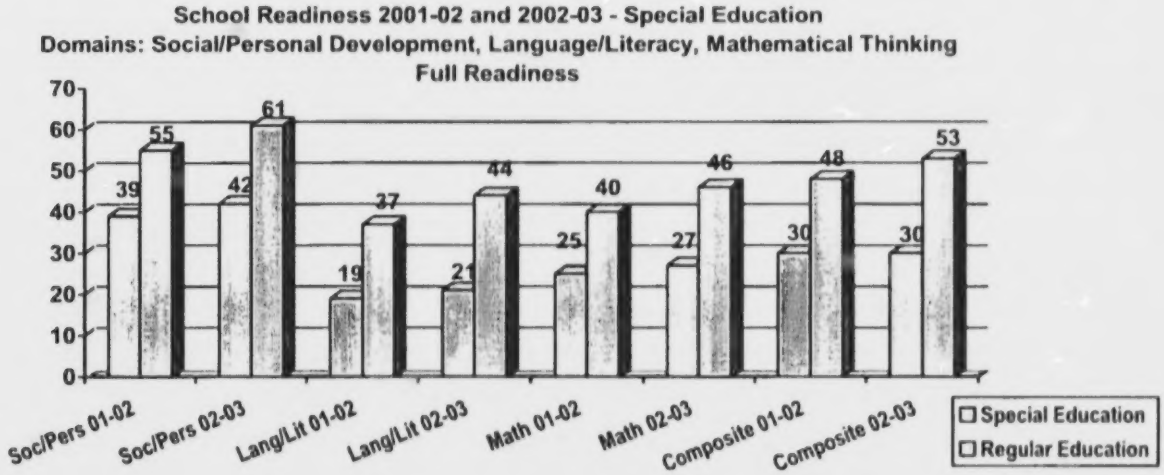
*LEP refers to English language learners whose native language is not English

Growth results for the five disaggregated racial groups largely reflect the profile from last year. The composite "full readiness" level reveals that African American students improved the most by 5% and Hispanic students improved the least by 1%. Similar trends were observed for the domains Language and Literacy, Social and Personal Development, and Mathematical Thinking.

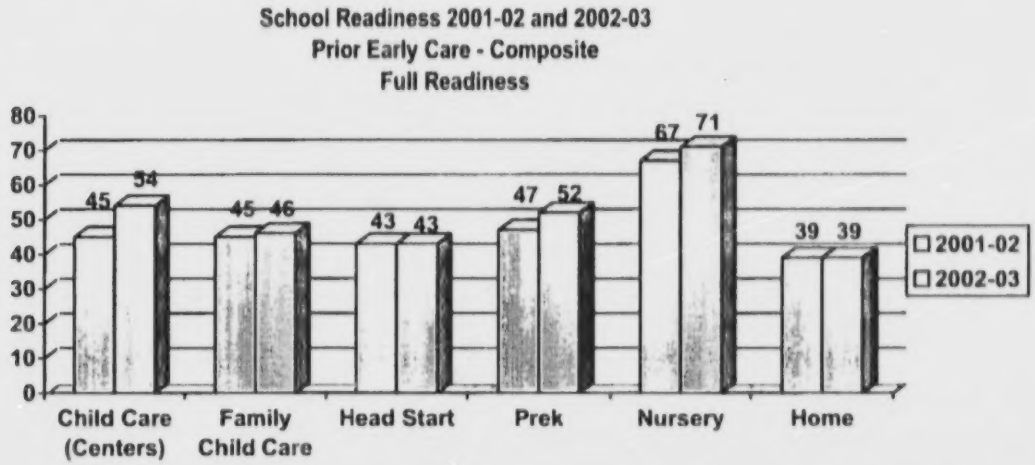


[15] Kindergarten students with limited English proficiency (LEP)

This report also includes results for students with disabilities. While the general school readiness skills for students with disabilities remained the same this year compared to last year (composite score of 30% of all children with disabilities at the "full readiness" level), they improved slightly in the domains of Social and Personal Development (3%), Language and Literacy (2%), and Mathematical Thinking (2%).

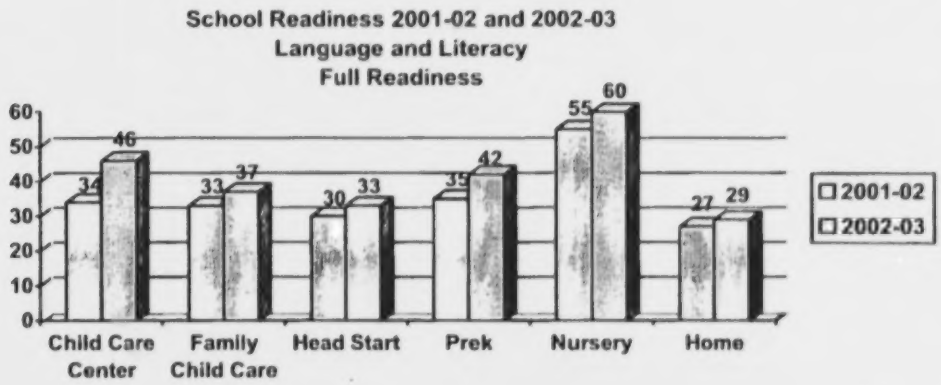


The school readiness information was also broken out by prior early care experience[16]. This year's data indicates that school readiness improved in four of the six types of care[17]. Improvement at the "full readiness" level ranged from 1% (Family Child Care) to 9% (Child Care Centers).



[16] Defined as the most structured and predominant early care experience 12 months before entering kindergarten
[17] See definitions for prior early care in Appendix B (B-3)

The pattern for the domain Language and Literacy is similar. Children from child care centers and prekindergarten made the largest gains (12% and 7% respectively).



Both Head Start and public school prekindergarten, serving four-year old children from low income families or with identified risks of school failure, reached "full readiness" levels for their cohorts of children and were above the statewide average for low income children. 43% of children who came from Head Start to kindergarten were evaluated as being "fully" ready, while 52% among prekindergartners were evaluated to demonstrate skills for the "full readiness" level. The average skills at the "full readiness" level for all domains among low income children statewide is 40%.

The differences for the domain, Language & Literacy, showed a similar pattern. 31% of low income children were evaluated as being "fully" ready statewide, 33% of low income children who attended Head Start were rated "fully" ready, and 42% of prekindergartners rated "fully ready".

In summary, results suggest that all Maryland's young children are improving in school readiness skills. However, the differences among children from various backgrounds indicate that there is still a significant lack of stimulating early education or early care experiences for disadvantaged populations.

Recommendations for Using School Readiness Information

The primary purpose of this report is to provide school readiness information. As a result of a five-year action plan to improve school readiness in Maryland[18], it is essential that all service providers for children, birth to five, develop common goals to improve the school readiness levels of skills, behaviors, and knowledge for entering kindergartners. For instance, child care providers, home visiting programs, and health providers in one jurisdiction might analyze the WSS information and agree on jointly targeting specific domains or indicators for improvement. Countywide information should be the platform for establishing integrated services for young children that emphasize the improvement of specific domains or the readiness levels as a whole. In addition, countywide school readiness information will be helpful for county councils, local boards of education, and local management boards in improving services or allocating funds for services to young children.

Guiding the Master Plan
Baltimore City Public Schools used the school readiness data to help guide the writing of the second master plan for the school system. The data influenced early childhood strategies as well as the writing of new curriculum guides.

Identifying students with needs and intervention
In Caroline County, kindergarten teachers were asked to use the school readiness information and compare it with other student evaluations to determine students who needed targeted or extensive instructional support. The WSS data is primarily used to inform instruction and assist students' learning. By analyzing the WSS data in combination with other evaluations, Caroline County is seeking a more effective system for identifying children who might be at risk.

In general, the information can be used to:

- Develop a county-wide needs assessment regarding the skill levels of children entering kindergarten.
- Target federal, state, and local funds to address identified needs in the county.
- Develop forums for partnership building.
- Modify curricular and intervention programs and to identify resources for kindergarten.

Based on the MSDE recommendations made last year, the following four actions have been taken to use the data information for planning purposes:

1. The Ready at Five Partnership convened two School Readiness Forums in January 2003 with representation from each county to examine the data and develop strategic plans for improving school readiness in Maryland. The Partnership also published *Parents Matter*, a brochure for parents outlining how they can support their children's school readiness needs. The brochure is available in English and Spanish.

Guiding early childhood and elementary education countywide
In Frederick County, the school readiness data was shared with interest groups, such as the county's Early Childhood Council, Head Start, Judy Center, child care referral services, and Mental Health Association. The data triggered a discussion about the state of school readiness countywide. After discussion with school and central office administrators, the data provided background to guide the long-term direction for elementary grades.

[18] See *Achieving School Readiness: A Five-Year Action Agenda for Maryland* (2002)

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Extensive review of programs
Wicomico County Public Schools shared the school readiness data with teachers and school administrators as well as other county early childhood groups. The state standards, grade level curriculum guides, and other instructional resources for prekindergarten and kindergarten were reviewed. This analysis included the study of demographics, trends, and various student populations to help determine instructional needs for improving student performance.

2. The Maryland State Head Start Association developed the Maryland Head Start Child Outcomes Framework in response to the Federal Head Start Office's mandate to tailor Head Start programs to meet child outcomes. The Maryland Head Start Child Outcomes have been aligned with those from the MMSR.

3. MSDE and local school systems will have school readiness data available for each school building for planning community- and school-based of services.

4. The Maryland General Assembly plans to continue its work on the result area, *Children Entering School Ready to Learn*. Members will examine the causes and forces at work explain the current status of school readiness and focus on how school readiness statewide can be improved.

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Frequently Asked Questions

1. **Why is the school readiness information collected and reported annually?**
The Maryland General Assembly is interested in improving services for young children to prepare them to enter school ready to learn. Several legislative committees want to know what children know and are able to do when they enter school. This has necessitated school readiness data at the entry into kindergarten. Collecting evaluation information on all entering kindergarten students will enable policymakers and other stakeholders to have access to data by which progress can be measured over time. The Maryland State Department of Education (MSDE) was the state agency charged with implementing an assessment system for kindergarten. It is required to send this information to the General Assembly each year.

2. **How is the information collected?** All kindergarten teachers evaluate and rate their students' proficiency on 30 selected indicators of the Work Sampling System™ (WSS) Kindergarten Checklist. This information is aggregated and disaggregated, i.e., broken out, into the data displayed in this report. According to a statewide teacher survey asking for the preferred way of collecting assessment information, 58% of all respondents keep personal notes and children's work in a file or container; 14% keep observational data and work samples by domains of learning.

3. **What is the advantage of using performance-based assessment rather than a norm-referenced test to measure school readiness?** Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting, such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning. On the other hand, norm-referenced readiness tests compare a group of children against a national norm. At the kindergarten level, national norms are difficult to obtain and typically do not reflect all developmental skill levels.

4. **Why are entering kindergartners assessed over several weeks and not during the first week in school?** In order to learn more about the skills and dispositions of entering kindergartners, the assessment protocol for the data in this report takes into account the following:
    - Young children need a familiar and comfortable setting to show what they know and are able to do.
    - Teachers rely on multiple sources that document children's learning that are collected over time.
    - The Work Sampling System™ (WSS) requires teachers to assess students' performance in response to the instructional program during the first few weeks of school.

5. **What does the school readiness information mean?** The information describes the skills, knowledge, and behaviors of children as they enter public school kindergarten programs. The assessment is based on performance indicators that define valid skills and competencies for that age group of children based on research and national standards of learning. The school readiness baseline information is broken into three categories of "full", "approaching", and "developing readiness". (See Questions 6 to 8)

This information is designed to provide a profile on the readiness levels of a group of children for parents, policymakers, schools, early care and education service providers (e.g., child care, Head Start, prekindergarten, etc.), community-based organizations, and the public at large. This information, in combination with other valuable data, will better inform those who are planning to improve the learning opportunities and services for young children.

6. **What does "full readiness" mean? Does it mean perfect scores?**
Full readiness means that students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
A student does not need to score "proficient" in all indicators within a domain or the composite to be rated at "full readiness". The top range of scores is considered "full readiness". (See *Introduction to Scoring* in Appendix B.)

7. **What does "approaching readiness," mean?**
Approaching readiness means that students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators. The middle range of scores is considered "approaching readiness." (See *Introduction to Scoring* in Appendix B.)

8. **What does "developing readiness," mean?**
Developing readiness means that students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators. The bottom range of scores is considered "developing readiness." (See *Introduction to Scoring* in Appendix B.)

9. **Is the information used to place children in special programs?** No. The kindergarten teacher uses the information on children for instructional planning in the classroom. Policymakers, program supervisors, and administrators can use the information from this report for program planning purposes.

10. **Is the information used to rate kindergarten teachers' performance?** No. This is used for program and instructional planning. Kindergarten teachers provide information about children as they enter kindergarten. The assessment information is not a reflection on teacher performance.

11. **How are teachers using the information?** Based on teacher responses statewide in school year 2002 – 2003, the assessment information is used as follows to help teachers to:
    - Know what they need to do with certain children (92%)
    - Determine how to group children (78%)
    - Report to parents (86%)
    - Refer students to inter-disciplinary teams for further evaluation (68%)
    - Complete the local kindergarten report card (80%)

    The above percentages reflect multiple teacher responses.

12. **How are school officials using the information?** School officials, including building administrators and school improvement teams, are able to look at a profile of readiness levels in a school's kindergarten program. This review of the data could impact program development, materials expenditures, and staff training.

13. **How are county officials using the information?** As county officials consider the early education opportunities within the county and the funding necessary to provide a strong kindergarten program, this data will identify needs upon which decisions can be made. Service providers (e.g., child care, prekindergarten, homevisiting, or Head Start programs) that work with young children before they come to kindergarten can review the data to align their programs with kindergarten.

14. **How are state officials using the information?** State officials use this data to make informed decisions about the result area, *Children Entering School Ready to Learn*, for state policy and budget projections. Also, state officials use the data to facilitate the planning process at local levels.

15. **How are parents using the information?** Kindergarten teachers share the assessment information with parents in the fall as part of regularly scheduled parent-teacher conferences. Sharing this information provides a profile of each child's needs and strengths and serves as communication to support children's learning both in school and at home.

16. **What safeguards have been put in place to make sure that the teacher ratings are reliable and valid?** The following features have been developed to ensure that the teacher information reflects a consistent application of the assessment protocol:
    - MSDE has developed a professional development program for all kindergarten teachers using expert consultants who have been trained and properly oriented. The program uses consistent training materials and evaluation forms to determine the effect of each professional development session. As a result of these efforts, teachers are improving their skills of observation, systematic documentation, and evaluation of students' learning.
    - MSDE has produced specified guidelines for rating students' performances.
    - During the professional development program, teachers' accuracy in rating students' skills and abilities is assessed.
    - After a national testing company scans the student assessment information, the data is reviewed and examined for internal consistency, correlations, and possible irregularities or unusual performances.

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What Children Should Know and Be Able to Do When They Enter Kindergarten –
An example of skills, behaviors, and knowledge of school readiness skill as observed in the classroom

Introduction
Kindergarten students are active learners. In kindergarten classrooms, they solve problems, talk, draw, paint, build, dramatize, write, and read as they interact with their peers and with materials. Over time, teachers collect observations of students within the classroom setting and review the work that children produce in order to have documentation to support fair and accurate evaluations of student performance.

The assessment used is the Work Sampling System™ (WSS) that is nationally and internationally considered a state-of-the-art assessment system for early education. The WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is designed to support the learning of each student toward consistent expectations across seven curricular domains.

From September to late October 2002, teachers observed students' behaviors, documented their learning as they interacted with materials, and collected samples of their classroom work. During that time, they continually assessed kindergarten students on each of 30 performance indicators across the 7 curricular domains. At the same time, MSDE provided staff development for all kindergarten teachers, oriented them to the assessment protocol, and trained them in the use of the assessment system and standards-based instructional practices.

Within the first two weeks of November 2002, teachers reviewed their documentation and rated each student based on specific guidelines. They reflected on what they knew about each student before deciding which rating best described the student's performance at the time. Teachers either rated students "Proficient," "In Process," or "Needs Development."
The following WSS definitions for these ratings provide guidance to teachers:

- *Proficient* means that the child can reliably demonstrate the skills and behaviors represented by the performance indicator.
- *In Process* implies that the skills and behaviors are intermittent and inconsistent
- *Needs Development* indicates that the child cannot perform this indicator.

What are the typical skills and behaviors for children who are considered "fully ready?"
A student who consistently demonstrates skills, behaviors, and abilities, which are necessary to meet kindergarten expectations successfully, is considered "fully ready."

The following examples are based on the Work Sampling System (WSS)™ *Developmental Guidelines for Kindergarten* and the MMSR Fall Performance Examples and represent only a sample of what full readiness in November might look like for the 30 WSS indicators across the following assessed domains:

1. **Personal and Social Development.** This domain considers emotional and social competence. It describes children's sense of responsibility to themselves and others, how they feel about themselves and view others. It also refers to children's ability to interact with peers and adults and how they make decisions and solve social problems.

A student rated at *Full Readiness* in this domain might:

- choose consistently familiar classroom activities during center time.
- finish working on an assignment and take it to the "finished work" basket.
- accidentally tear a page of a book and helps the teacher repair it.
- ask another child, "What's your name?" then, uses the name to begin a conversation.

2. **Language and Literacy.** This domain organizes language and literacy skills for listening, speaking, reading, and writing.

A student rated at *Full Readiness* in this domain might:

- ask the school nurse, "Are apples healthy to eat?" after listening to her talk about healthy foods.
- offer "box" to rhyme with "fox" or clap out syllables for one- or two-syllable names.
- use simple, but complete sentences when speaking (for example, when getting ready to go out to the playground, says "I want to find a worm.")
- use the pointer and lead a group reading a familiar rhyme or chant, moving the pointer from left to right and from top to bottom.
- get a book from the book corner to find out what to feed the ladybug found on the playground.
- cover a sheet of paper with letter-like symbols and letters while painting at the easel and say, for instance, "These letters are in my name."

3. **Mathematical Thinking.** The focus of this domain centers on children's approaches to mathematical thinking and problem solving. Children think in patterns, understand relationships among objects, and organize objects and ideas.

A student rated at *Full Readiness* in this domain might:

- try unsuccessfully to fit two different blocks into a space while building a structure, then "measure" the space with hands and match length to a block that fits.
- move around the circle and count each of 12 girls in the classroom to supply information for the "Girl and Boy Graph".
- use red and yellow inch cubes to create an ABAB pattern around the edge of a table.
- find three different types of solid rectangles on the block shelf and say, "These are all rectangles."

4. **Scientific Thinking.** The focus of this domain is on the children's active involvement in the scientific method through hands-on activities that encourage active investigation of the natural and physical world.

A student rated at *Full Readiness* in this domain might:

- ask some "Why?" questions (for example, "Why are there always worms on the sidewalk when it rains?").
- look at skin with a magnifier and say, "I never knew we had little lines in our skin."
- watch a demonstration of boiling water and tell the teacher, "It's disappearing into the air."
- wonder aloud while watching a worm, "What happens to worms in the winter? Do they move inside houses?"

5. **Social Studies.** The emphasis of this domain is on gaining an understanding of human interdependence and the relationships between people and the environment. Study of present day and historical topics encourage the acquisition of social and cultural understanding.

A student rated at *Full Readiness* in this domain might:

- look at a book about people from many parts of the world and talk about obvious differences in hair styles, clothing, and gender.
- make a booklet called "Jobs" and draw pictures representing some details about three jobs.
- offer, "We could find out on the computer," when someone wonders how to learn about whales.
- take part in a discussion about clean-up time and say, "If we don't clean up, the room will get messier and messier."

6. **The Arts.** This domain considers how children express their understanding and appreciation for the arts. Through children's engagement with dance, dramatics, music, and visual arts, they are able to express what they know and understand of the arts, culture, and history.

A student rated at *Full Readiness* in this domain might:

- "perform" a duet for the class with a friend while playing the tambourine.
- dance to music, changing motions when the mood or tempo of the music changes.
- use clay, paint, markers, etc. with a purpose in mind (for example, says, "I'm going to paint a storm today.").
- after visiting an art museum, say, "My favorite one was the painting of the red bird."

7. **Physical Development and Health.** This domain emphasizes physical development as an essential part of a child's well-being. Gross motor skills relate to children's ability to control balance and coordinate body movement. Fine motor skills lay the foundation for writing, artistic expression, and self-care (e.g., tying shoes). Another component encourages children's understanding and managing their health and safety.

A student rated at *Full Readiness* in this domain might:

- move quickly in all directions during a game of dodge ball.
- work on a frameless puzzle, using the picture on the box cover as a guide.
- hang up coat and put knapsack in cubby upon arriving at school.
- contribute appropriate ideas to a class list of healthy snacks (for example, apples and cheese).

APPENDIX A

Work Sampling System (WSS)
Kindergarten Checklist: Selected Performance Indicators for School Readiness Information

Work Sampling System (WSS) Kindergarten Checklist: Selected Performance Indicators for School Readiness Baseline Information

Introduction: The Maryland Model for School Readiness (MMSR) uses the Work Sampling System (WSS) Kindergarten Checklist to assess entering kindergartners' readiness levels. A selected set of 30 WSS indicators across seven curricular domains describe skills, behaviors, and knowledge of children who are entering kindergarten. The 30 WSS indicators below are briefly described. Teachers systematically observe their students, document their learning, and rate their competencies using specific WSS Kindergarten Developmental Guidelines associated with these indicators.

I Social and Personal

SELF-CONCEPT	
Shows initiative and self-direction	Independence in thinking and action enables children to take responsibility for themselves. Most five year olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks.
SELF-CONTROL	
Follows classroom rules and routines.	Children who are successful within a group know and accept the rules established for that particular group.
Uses classroom materials purposefully and respectfully.	One of the major challenges of school for five year olds is learning how to care for classroom materials. With some reminders, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them.
INTERACTION WITH OTHERS	
Interacts easily with one or more children.	Kindergarten children are beginning to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively.

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II Language and Literacy

LISTENING	
Gains meaning by listening.	Young children are actively involved in learning about their world by watching and listening. At five years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos.
Demonstrates beginning phonemic awareness.	With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, sounds within syllables.
SPEAKING	
Speaks clearly and conveys ideas effectively.	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
Shows some understanding of concepts about print.	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
Comprehends and responds to fiction and non-fiction text.	Kindergartners demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time.
WRITING	
Uses letter-like shapes, symbols, letters, and words to convey meaning.	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

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III Mathematical Thinking

MATHEMATICAL PROCESSES	
Begins to use and explain strategies to solve mathematical problems.	Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.
NUMBERS AND OPERATIONS	
Shows understanding of number and quantity.	Kindergarten children can count objects to at least 20; many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities.
PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
Recognizes, duplicates and extends patterns.	Kindergartners can recognize, create, copy, and extend simple patterns using concrete objects, sounds and physical movements.
GEOMETRY AND SPATIAL RELATIONS	
Recognizes and describes some attributes of shapes.	As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form.

IV Scientific Thinking

INQUIRY	
Seeks information through observation, exploration, and descriptive investigations.	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
Uses simple tools and equipment to extend the senses and gather data.	Although kindergarteners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers.

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PHYSICAL SCIENCE	
Identifies, describes, and compares properties of objects.	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
LIFE SCIENCE	
Observes and describes characteristics, basic needs, and life cycles of living things.	Kindergartners can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area.

V Social Studies

PEOPLE, PAST AND PRESENT	
Identifies similarities and differences in people's characteristics, habits, and living patterns.	Kindergartners develop self-identity by comparing themselves with others.
HUMAN INTERDEPENDENCE	
Describes some people's jobs and what is required to perform them.	Young children are ready to examine their communities and explore the many roles people fill in helping each other live.
Begins to be aware of technology and how it affects life.	Kindergartners are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers).
CITIZENSHIP AND GOVERNMENT	
Demonstrates awareness of the reasons for rules.	Children's understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them.

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V The Arts

EXPRESSION AND REPRESENTATION	
Participates in group music experiences.	Young children enjoy singing, making up silly and rhyming verses, using instruments, learning finger plays, and using music to tell stories and express feelings.
Participates in creative movement, dance, and drama.	Young children are very active and need opportunities to move and stretch their bodies.
Uses a variety of art materials to explore and express ideas and emotions.	Kindergartners need and enjoy opportunities to explore using a variety of art materials.
UNDERSTANDING AND APPRECIATION	
Responds to artistic creations or events	Kindergartners are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument.

VII Physical Development and Health

GROSS MOTOR DEVELOPMENT	
Moves with balance and control.	Young children are very active, seeming to be in constant motion. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet.
FINE MOTOR DEVELOPMENT	
Uses eye-hand coordination to perform tasks effectively.	Kindergartners are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision.
PERSONAL HEALTH AND SAFETY	
Performs self-care tasks competently.	Kindergartners are quite competent about taking care of their own physical needs and often volunteer to help classmates who are struggling with buttons and laces.
Shows beginning understanding of and follows health and safety rules.	Kindergartners are interested in health and safety issues, especially when these relate to their own experiences.

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APPENDIX B

Introduction to Scoring

Presentation of School Readiness Information

Definitions

School Readiness Information for the:

- **State of Maryland**
- **24 Local School Systems**
- **Edison Schools**

Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing 7 curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient, In Process* or *Needs Development,* in each of 4 indicators within six domains and 6 indicators within the domain, Language and Literacy. Thus a student would be evaluated as to readiness in 30 specific behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development. In addition, a composite score, representing all seven domains, was created. The follow steps were taken to create a new scale that would allow some fluctuation in the scoring reliability and make the data easier to interpret.

1. Each of the scores at the indicator level was given the following values.
   - Proficient = 3
   - In Process = 2
   - Needs Development = 1

2. The sum is calculated for the values of 4 indicators from 6 of the domains and the values of 6 indicators from the domain *Language and Literacy*.

3. The sums were then divided into three readiness levels.
   For *Language and Literacy* with 6 indicators:
   - Full Readiness = sums of 18, 17, 16 & 15
   - Approaching Readiness = 14, 13, 12, 11 & 10
   - Developing Readiness = 9, 8, 7 & 6

   For each of the 6 domains with 4 indicators:
   - Full Readiness = sums of 12, 11 & 10
   - Approaching Readiness = sums of 9, 8 & 7
   - Developing Readiness = 6, 5 & 4

4. The following definitions were developed for the readiness levels.
   - **Full Readiness**: Students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
   - **Approaching Readiness**: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
   - **Developing Readiness**: Students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

5. A similar process allows for all indicator values to be summed across domains to create composite values. Three readiness levels are defined using the following values:
   - Full Readiness = sums of 71 through 90
   - Approaching Readiness = sums of 50 through 70
   - Developing Readiness = sums of 30 through 49

The school baseline information is being reported in terms of full, approaching, and developing readiness levels.

Presentation of School Readiness Baseline Information

The baseline information for the State of Maryland and each of the local school systems as well as the Edison Schools are provided on three charts and one table. In addition, local school systems received school readiness baseline information for each of their elementary schools.

The first chart provides the percentage of students for each readiness level in each of the seven domains as well as the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, or developing readiness levels).

The second page with the table provides the disaggregation of the baseline information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students with limited English proficiency
- Students enrolled in the free and reduced priced meals program

The two charts on the third and fourth pages describe the *composite scores*, which appear on the right hand side of the previous table, and present them as bar graphs.

For additional information contact:

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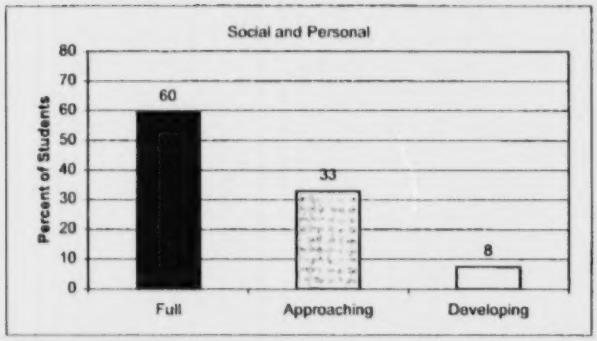
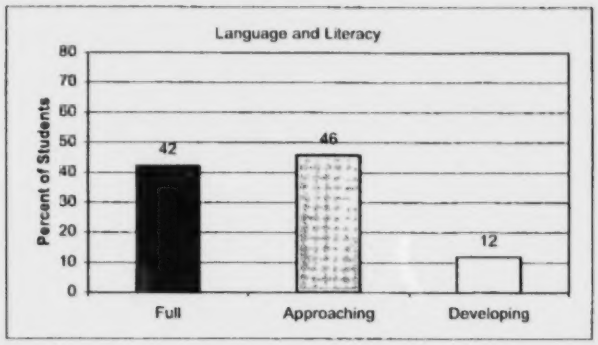
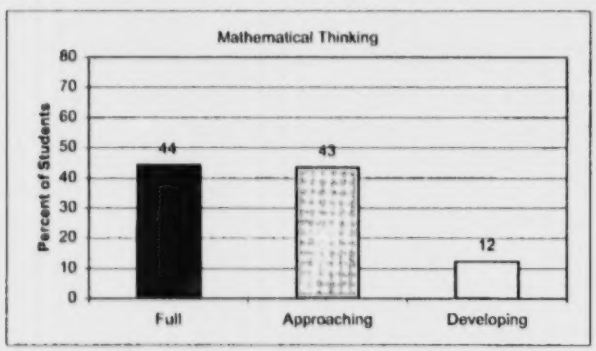
Definitions

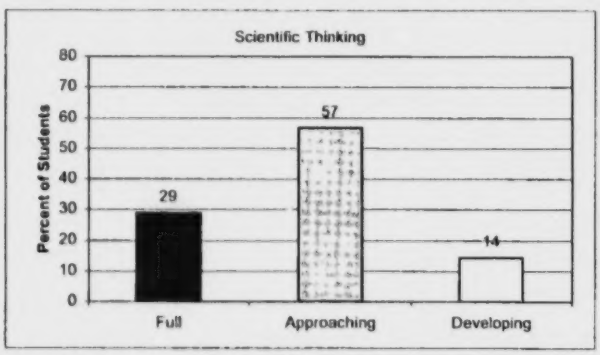
- **Composite Score.** The ratings for the seven domains are combined to give an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. The prior care types are as follows:
    1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low income families; funded by the US Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
    2. **Prekindergarten.** Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
    3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland Department of Human Resources/Child Care Administration.
    4. **Family Child Care.** Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland Department of Human Resources/Child Care Administration.
    5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4 year olds; approved or exempted by the MSDE; usually part-day, nine months a year.
    6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
    - **Limited English Proficient (LEP).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
    - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
    - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United State Department of Agriculture (USDA) guidelines.

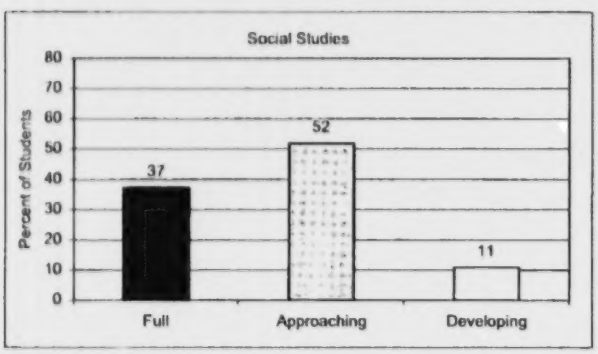
Maryland - Percentage of Kindergarten Students

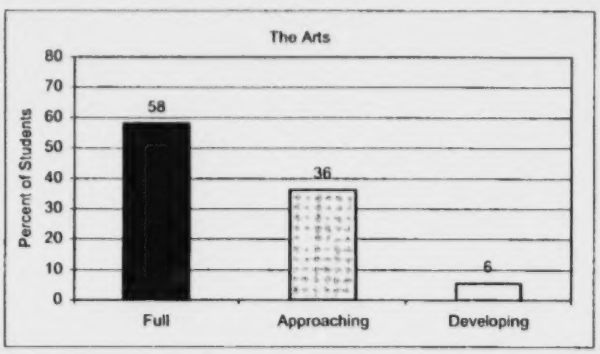


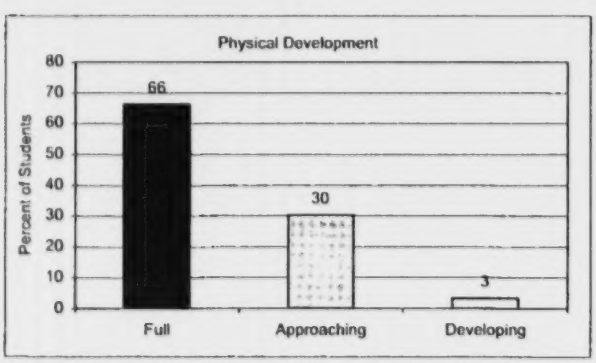


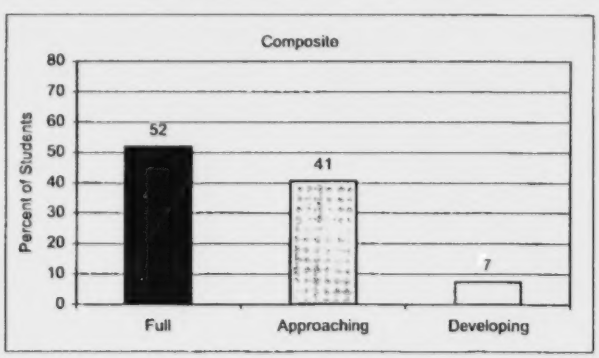












Maryland - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	56	35	9	36	52	13	36	49	14	26	59	14	32	57	11	54	41	5	61	35	4	47	44	8
Asian/Pacific Islander	68	27	5	45	43	12	55	36	9	31	55	14	39	50	11	60	36	4	74	23	2	58	36	7
African American	50	40	10	34	51	14	33	50	16	20	62	18	27	59	15	53	41	6	60	36	4	42	48	10
White	66	28	6	50	42	8	53	39	8	37	53	10	47	47	7	63	32	5	71	27	3	60	35	5
Hispanic	56	35	8	27	50	22	32	47	21	18	55	27	24	55	22	53	39	8	64	32	4	40	47	13
Gender																								
Male	52	38	10	38	48	14	42	44	14	28	56	16	35	53	13	51	42	8	61	34	4	46	44	9
Female	68	28	5	47	44	9	47	43	10	31	57	12	40	51	9	66	30	3	72	26	2	58	37	6
Prior Care																								
Child Care Center	56	36	8	46	45	9	46	43	10	31	57	12	39	52	9	60	35	5	66	31	3	54	40	6
Family Child Care	58	34	8	37	49	15	37	48	15	25	58	17	33	54	13	57	37	6	64	32	4	46	45	10
Head Start	53	37	10	34	52	14	37	48	14	22	60	18	28	59	13	54	40	6	64	33	4	43	48	9
Home / Informal Care	52	38	11	29	49	21	30	47	22	21	56	23	27	54	18	50	42	8	58	37	5	39	48	13
Non-public Nursery	74	22	3	60	35	5	62	33	5	46	48	6	55	41	4	71	27	3	78	21	1	71	27	3
Pre-Kindergarten	59	34	7	42	48	10	45	45	11	28	59	13	37	53	10	57	37	6	65	31	4	52	42	6
Special Education																								
Yes	42	40	18	21	52	28	27	45	28	16	54	30	23	51	26	39	45	16	45	43	12	30	49	21
No	61	32	7	44	45	11	46	43	11	30	57	13	38	52	10	60	36	5	68	29	3	53	40	7
Limited English Proficiency																								
Yes	54	36	10	24	50	26	31	47	23	17	54	30	22	54	24	51	40	9	63	32	4	37	48	15
No	60	33	7	43	46	11	45	43	12	30	57	13	38	52	10	59	36	5	66	30	3	53	40	7
Free and Reduced Price Meals																								
Yes	50	39	11	31	51	18	32	49	19	19	59	22	26	56	18	51	41	8	60	35	5	40	48	12
No	65	30	6	48	43	9	50	40	9	34	55	11	44	49	8	62	33	5	70	27	3	58	37	6

* = fewer than 5

May not total 100% due to rounding.

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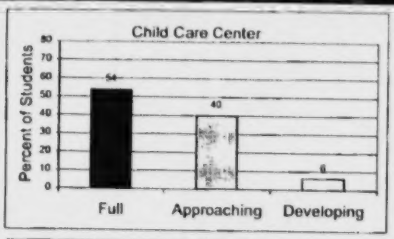
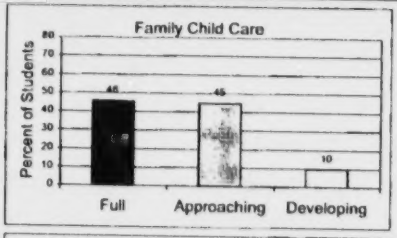
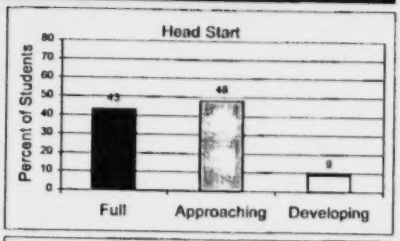
Maryland 2002-2003

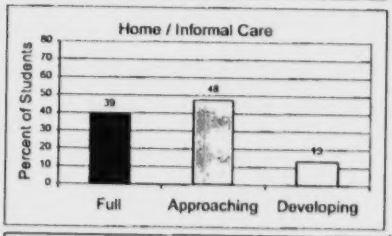
Disaggregated by Prior Care Composite Score

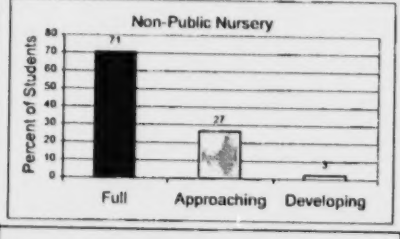
Entering Kindergarten

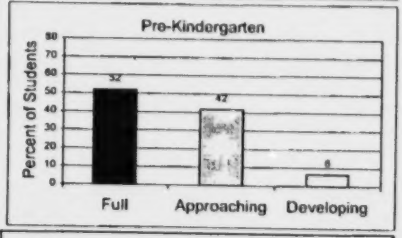












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

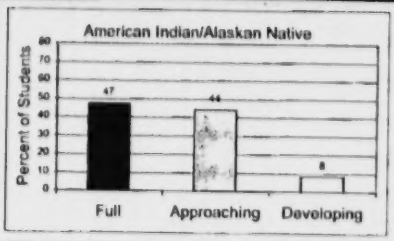
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

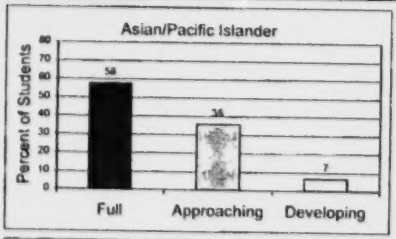
Pre-kindergarten

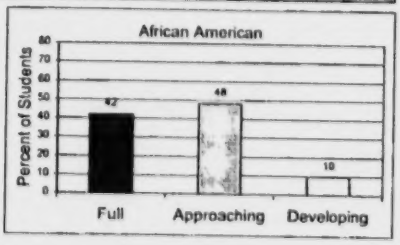
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

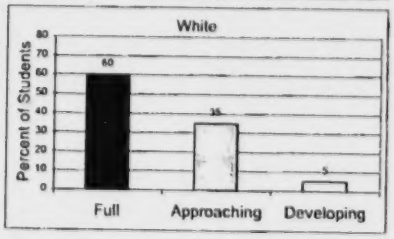
Disaggregated by Race / Ethnicity Composite Score

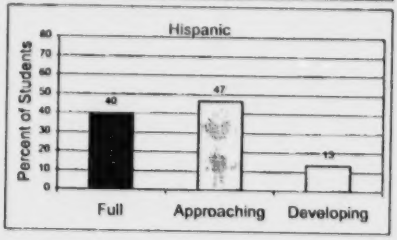
Entering Kindergarten











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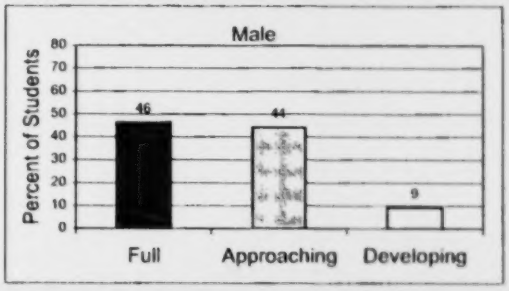
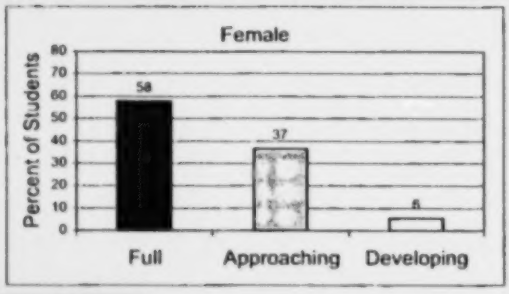
Maryland 2002-2003

Disaggregated by Gender Composite Score

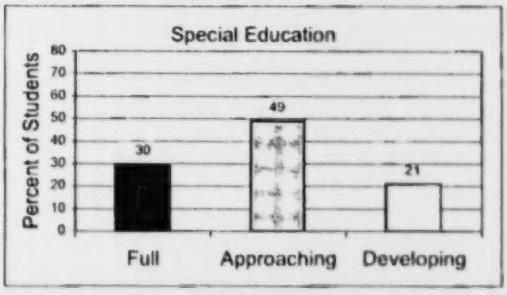
Entering Kindergarten

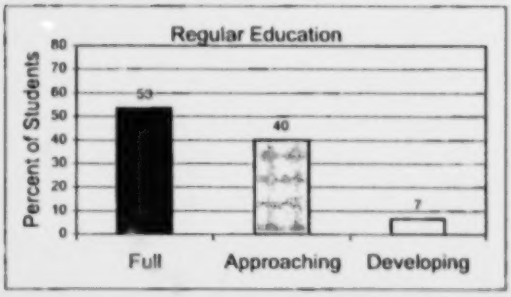




Disaggregated by Special Education Composite Score

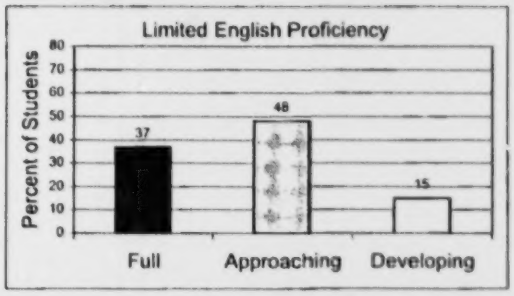
Entering Kindergarten

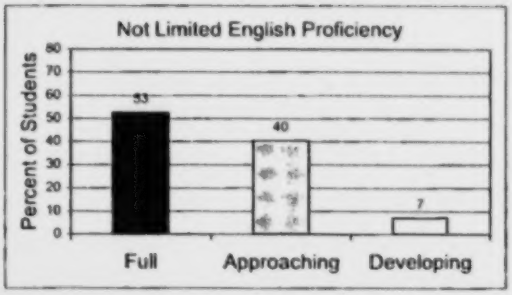




Disaggregated by Limited English Proficiency Composite Score

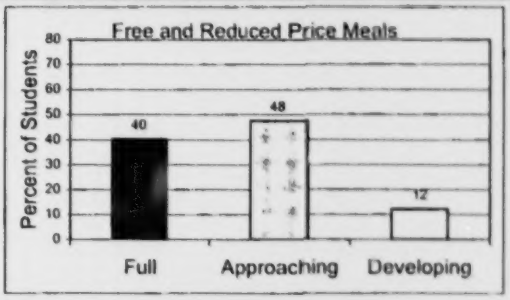
Entering Kindergarten

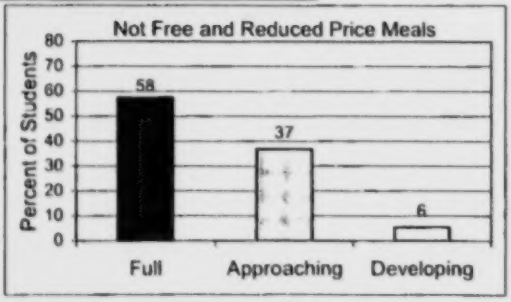




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





Maryland - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	171	105	27	105	152	37	111	150	44	78	177	43	97	173	32	162	124	16	187	106	12	130	121	23
Asian/Pacific Islander	1,825	738	131	1,188	1,124	305	1,487	980	238	798	1,431	365	1,031	1,331	288	1,597	951	116	2,019	834	59	1,344	835	155
African American	9,507	7,535	1,944	6,433	9,575	2,682	6,358	9,586	3,122	3,759	11,704	3,488	5,061	11,069	2,782	10,097	7,837	1,141	11,519	6,899	798	7,053	8,097	1,636
White	17,914	7,656	1,530	13,310	11,104	2,267	14,459	10,533	2,268	9,994	14,279	2,557	12,541	12,555	1,762	16,996	8,759	1,332	19,291	7,284	766	14,886	8,651	1,277
Hispanic	2,378	1,492	356	1,127	2,074	920	1,379	2,001	883	747	2,265	1,107	990	2,295	912	2,237	1,619	328	2,712	1,375	171	1,473	1,729	492
Gender																								
Male	14,359	10,436	2,826	10,295	12,990	3,872	11,742	12,188	3,864	7,601	15,405	4,353	9,496	14,487	3,437	14,036	11,497	2,072	17,076	9,588	1,252	11,508	10,967	2,310
Female	17,540	7,164	1,175	11,927	11,147	2,362	12,164	11,125	2,714	7,826	14,606	3,191	10,317	13,054	2,321	17,179	7,897	827	18,804	6,788	523	13,481	8,527	1,282
Prior Care																								
Child Care Center	3,407	2,146	491	2,718	2,682	539	2,822	2,632	631	1,864	3,456	698	2,368	3,111	522	3,620	2,123	297	4,045	1,873	165	2,977	2,206	344
Family Child Care	1,062	628	155	664	881	267	688	881	278	452	1,066	319	602	994	242	1,047	683	107	1,177	600	76	773	758	163
Head Start	2,487	1,718	452	1,521	2,354	654	1,732	2,257	675	989	2,723	801	1,280	2,713	617	2,506	1,850	257	2,968	1,528	175	1,722	1,930	355
Home / Informal Care	4,975	3,600	1,013	2,772	4,689	2,021	2,929	4,577	2,159	1,974	5,416	2,197	2,627	5,207	1,740	4,788	4,003	801	5,645	3,556	489	3,413	4,169	1,178
Non-Public Nursery	5,524	1,667	239	4,378	2,576	340	4,658	2,488	343	3,358	3,560	437	4,039	3,031	280	5,256	1,971	195	5,862	1,546	87	4,790	1,814	175
Pre-Kindergarten	10,998	6,318	1,367	7,816	8,779	1,799	8,367	8,424	1,986	5,221	11,022	2,461	6,939	9,805	1,874	10,747	6,972	1,087	12,337	5,926	680	8,723	6,987	1,087
Special Education																								
Yes	1,278	1,232	546	625	1,556	835	830	1,380	859	495	1,624	904	690	1,549	789	1,204	1,376	487	1,392	1,315	383	803	1,329	571
No	30,494	16,197	3,398	21,523	22,371	5,337	22,969	21,742	5,653	14,873	28,151	6,576	19,075	25,735	4,923	29,827	17,844	2,402	34,282	14,894	1,406	24,080	18,043	2,978
Limited English Proficiency																								
Yes	1799	1223	334	793	1643	845	1046	1575	761	542	1749	977	738	1788	816	1701	1338	295	2144	1086	147	1085	1415	439
No	28434	15616	3509	20237	21404	5160	21417	20780	5603	14064	26749	6325	18092	24368	4755	27843	17226	2513	31798	14626	1612	22524	17331	3014
Free and Reduced Price Meals																								
Yes	6,931	5,318	1,518	4,262	6,889	2,414	4,478	6,712	2,617	2,645	7,995	2,979	3,551	7,702	2,430	7,021	5,679	1,091	8,282	4,898	723	4,932	5,839	1,483
No	22,185	10,145	2,009	16,104	14,481	3,183	17,397	13,981	3,237	11,555	18,559	3,827	14,872	16,515	2,659	21,359	11,343	1,590	24,206	9,494	957	17,954	11,507	1,733
* = fewer than 5																								

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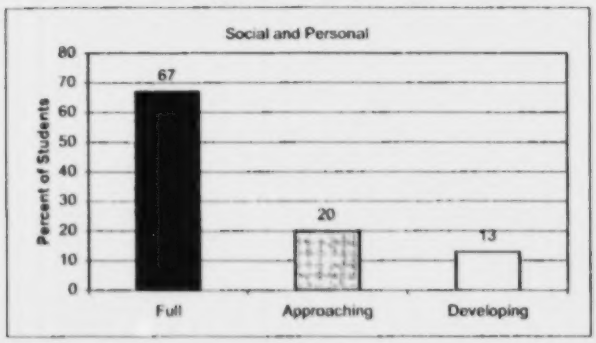
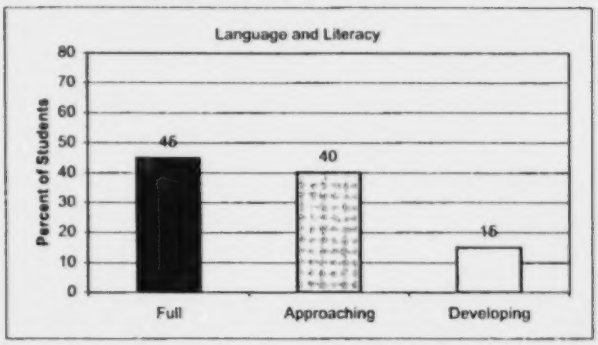
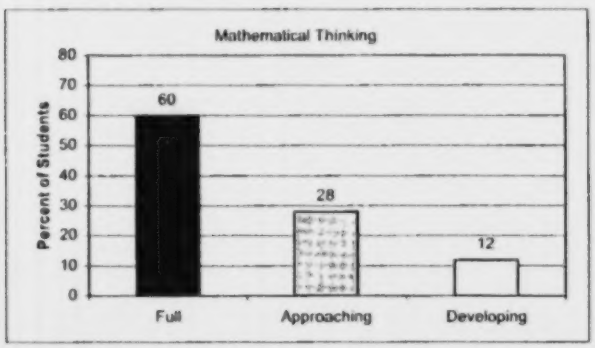
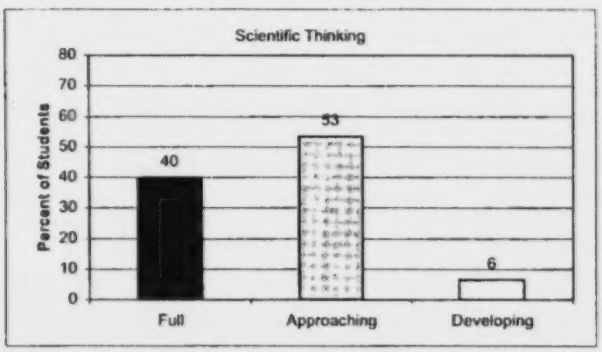
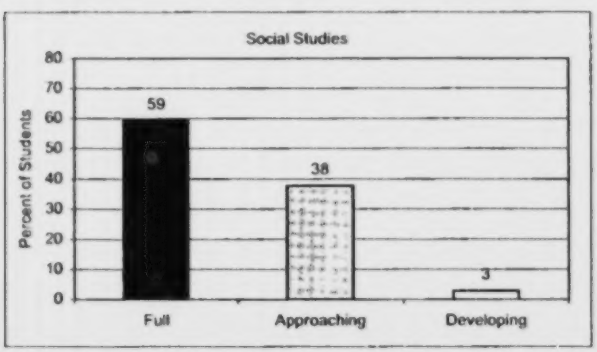
Allegany County - Percentage of Kindergarten Students

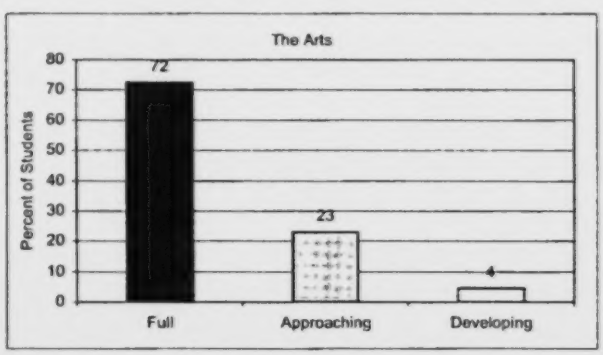


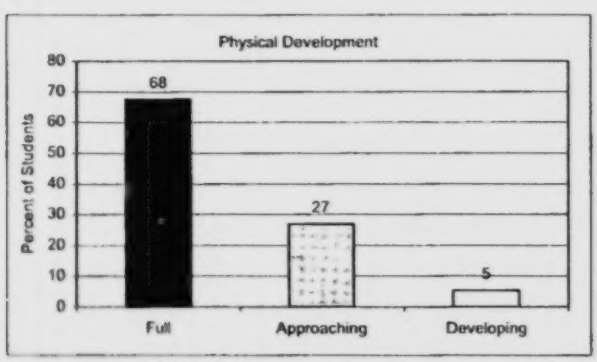


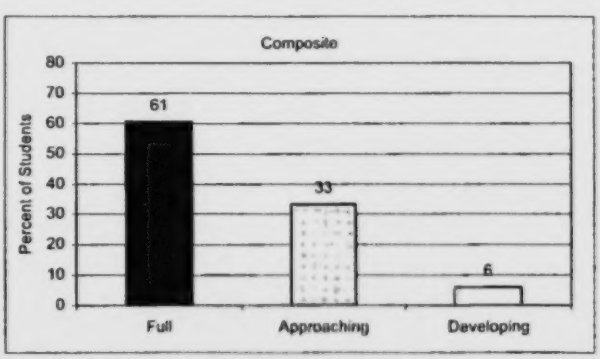












Allegany County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	63	25	13	30	58	13	43	45	13	30	58	13	45	53	3	68	28	5	75	20	5	58	35	8
African American	68	20	13	46	39	15	61	27	12	41	53	6	60	37	3	73	23	4	67	27	6	61	33	6
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic																								
Gender																								
Male	57	26	18	39	44	17	57	31	13	36	57	7	56	41	3	66	27	6	62	31	7	55	38	7
Female	78	14	8	52	36	12	63	25	11	45	50	6	63	35	2	79	18	2	73	22	4	67	29	5
Prior Care																								
Child Care Center	61	20	18	45	41	14	57	30	14	36	57	7	55	41	5	57	34	9	68	25	7	61	27	11
Family Child Care	71	16	13	45	32	23	55	23	23	48	45	6	65	35	0	74	16	10	74	26	0	61	32	6
Head Start	36	30	34	12	49	38	31	42	27	11	74	15	27	64	9	52	39	9	40	44	16	26	59	15
Home / Informal Care	67	25	9	31	49	20	48	32	20	33	53	14	56	38	6	74	21	5	64	29	7	55	36	9
Non-public Nursery	78	18	4	66	29	5	81	17	2	57	43	0	80	19	1	93	6	1	84	15	1	80	19	1
Pre-Kindergarten	75	15	10	55	38	8	69	26	5	47	51	2	63	36	0	72	26	2	71	25	4	68	30	2
Special Education																								
Yes	49	24	28	14	44	43	30	38	33	15	68	18	31	61	8	50	41	9	34	51	15	28	53	19
No	70	20	11	49	40	11	64	27	9	43	52	5	63	35	2	76	21	4	72	24	4	65	31	4
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	67	20	13	45	40	15	60	28	12	40	53	6	59	38	3	72	23	4	68	27	5	61	33	6
Free and Reduced Price Meals																								
Yes	58	24	18	34	44	22	52	30	18	32	58	10	51	44	4	63	31	6	58	34	7	50	41	9
No	79	15	6	59	35	6	70	25	5	50	47	2	69	30	1	85	13	2	79	17	3	74	24	2

* = fewer than 5

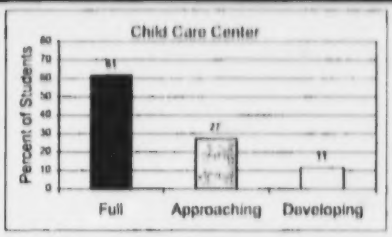
May not total 100% due to rounding.

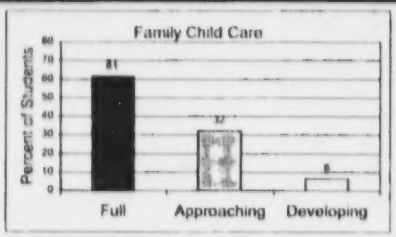
BEST COPY AVAILABLE

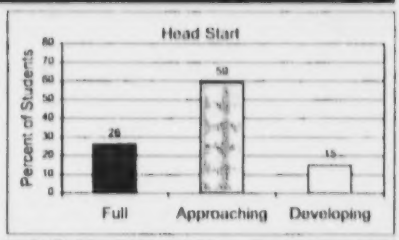
Allegany County 2002-2003

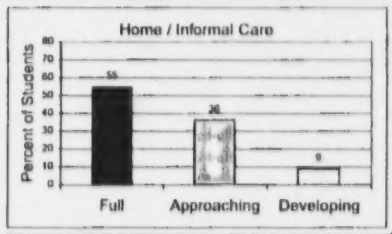
Disaggregated by Prior Care Composite Score

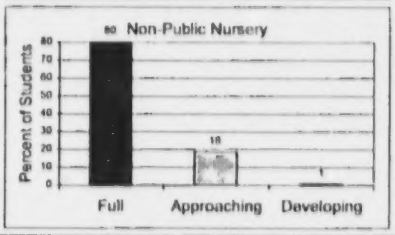
Entering Kindergarten

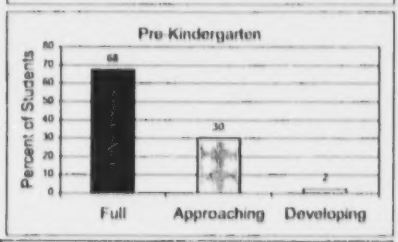












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

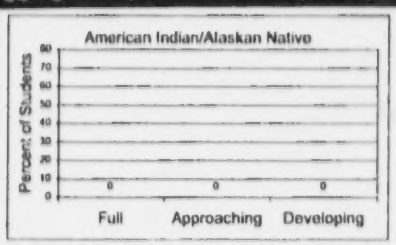
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

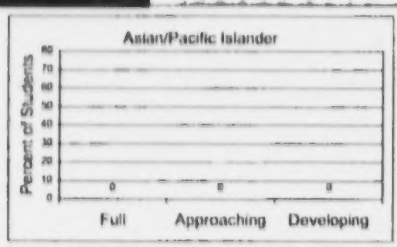
Pre-kindergarten

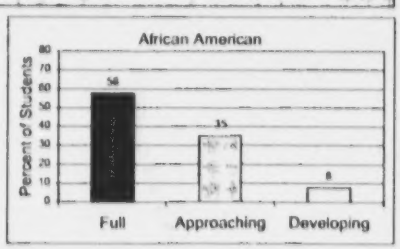
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

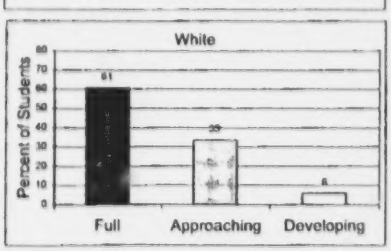
Disaggregated by Race / Ethnicity Composite Score

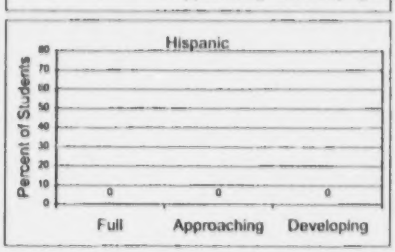
Entering Kindergarten







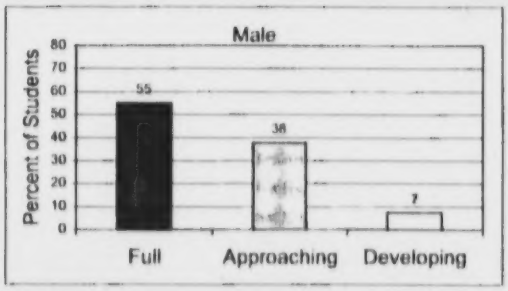


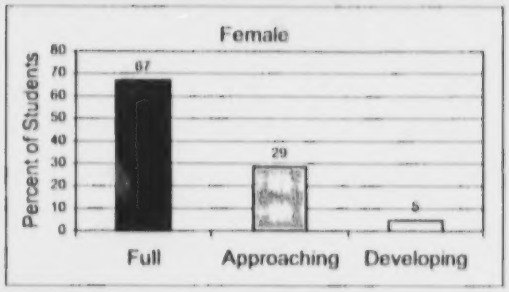


Allegany County 2002-2003

Disaggregated by Gender Composite Score

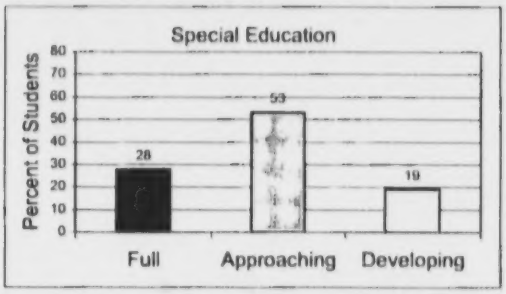
Entering Kindergarten

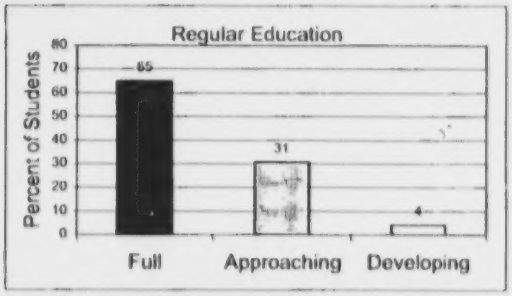




Disaggregated by Special Education Composite Score

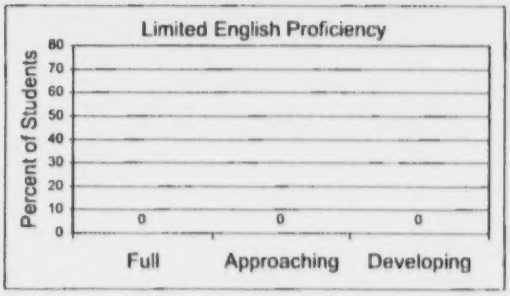
Entering Kindergarten

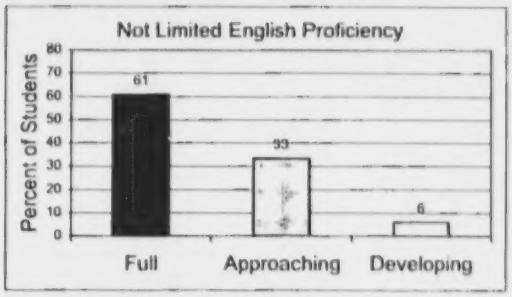




Disaggregated by Limited English Proficiency Composite Score

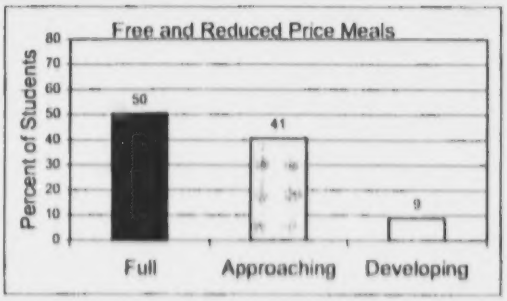
Entering Kindergarten

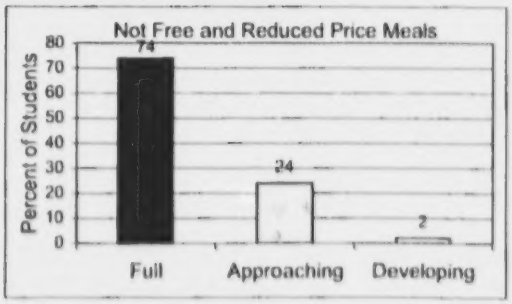




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Allegany County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	25	10	5	12	23	5	17	18	5	12	23	5	18	21	1	27	11	2	30	8	2	23	14	3
White	428	125	81	290	248	96	386	172	76	258	337	39	380	235	19	462	143	28	424	174	35	384	211	37
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	197	89	61	134	153	60	197	106	44	124	198	25	194	141	12	229	95	22	216	108	23	190	131	25
Female	257	47	26	170	119	41	209	84	37	147	164	19	207	115	8	261	61	8	241	74	14	220	94	15
Prior Care																								
Child Care Center	27	9	8	20	18	6	25	13	6	16	25	3	24	18	2	25	15	4	30	11	3	27	12	5
Family Child Care	22	5	4	14	10	7	17	7	7	15	14	2	20	11	0	23	5	3	23	8	0	19	10	2
Head Start	32	27	30	11	44	34	28	37	24	10	66	13	24	57	8	46	34	8	36	39	14	23	52	13
Home / Informal Care	94	35	12	44	69	28	68	45	28	46	75	20	79	54	8	105	29	7	90	41	10	77	51	13
Non-Public Nursery	90	21	5	76	34	6	94	20	2	66	50	0	93	22	1	108	7	1	98	17	1	93	22	1
Pre-Kindergarten	186	37	25	136	93	19	171	64	13	116	127	5	157	90	1	178	64	6	176	62	9	167	74	6
Special Education																								
Yes	39	19	22	11	35	34	24	30	26	12	54	14	25	49	6	40	33	7	27	40	12	22	42	15
No	415	117	65	293	237	67	382	160	55	259	308	30	376	207	14	450	123	23	430	142	25	388	183	25
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	454	136	87	304	272	101	406	190	81	271	362	44	401	256	20	490	156	30	457	182	37	410	225	40
Free and Reduced Price Meals																								
Yes	220	91	69	130	167	83	198	115	67	122	221	37	195	168	17	239	116	24	222	131	27	191	154	34
No	234	45	18	174	105	18	208	75	14	149	141	7	206	88	3	251	40	6	235	51	10	219	71	6

* = fewer than 5

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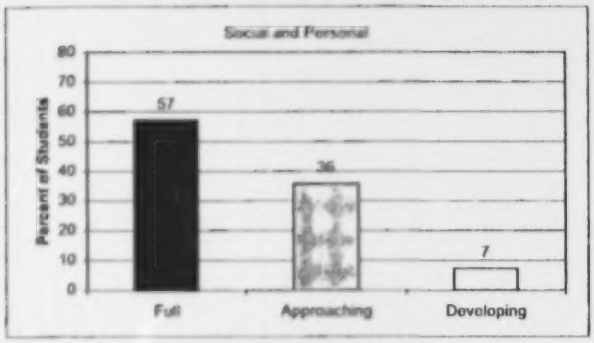
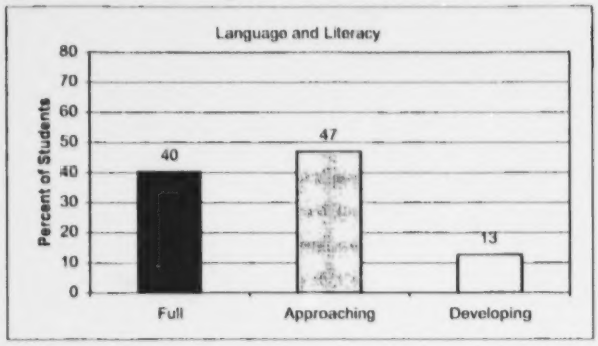
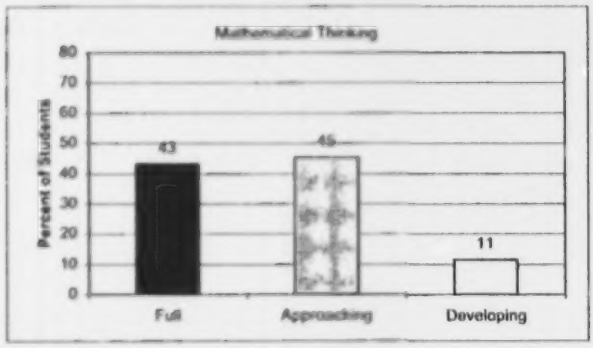
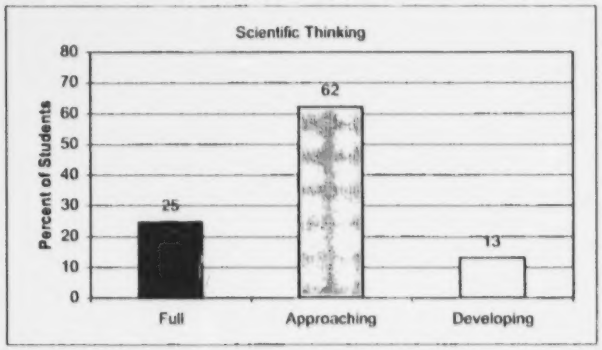
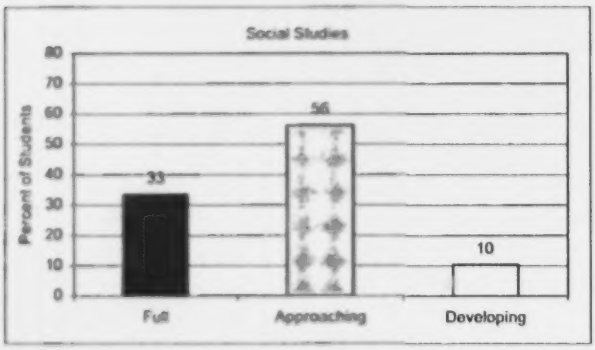
Anne Arundel County - Percentage of Kindergarten Students

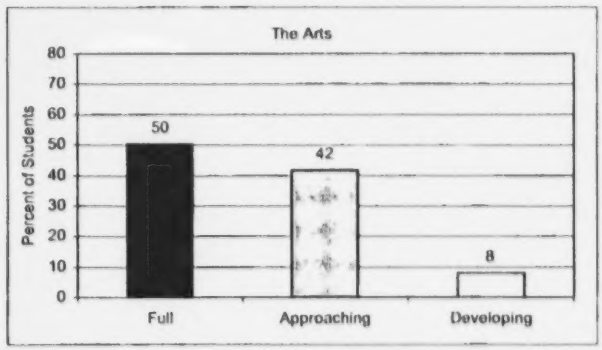


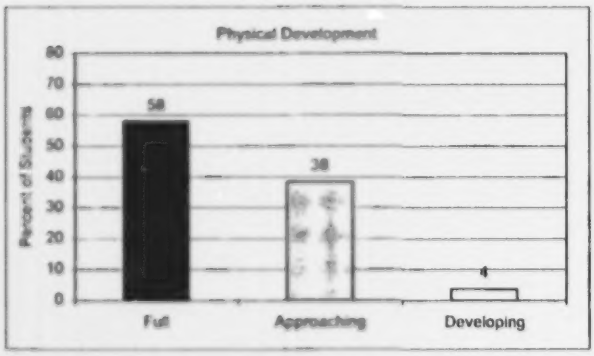


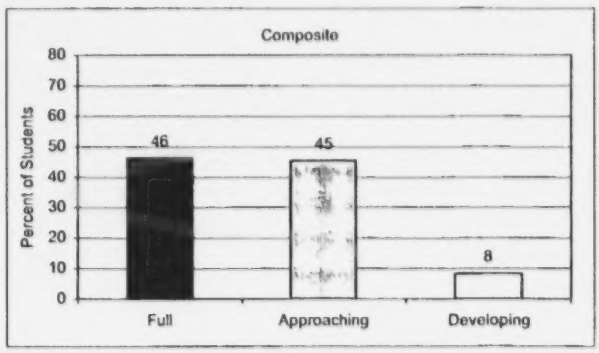












Anne Arundel County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	56	35	9	27	61	12	38	47	15	21	64	15	29	59	12	53	38	9	59	38	3	44	44	13
Asian/Pacific Islander	61	35	4	41	47	12	55	38	8	25	65	10	31	59	9	49	46	5	64	34	2	50	44	7
African American	43	45	12	24	54	22	27	52	21	14	63	23	22	59	19	40	46	13	48	46	5	32	53	15
White	61	33	6	46	45	10	48	44	8	28	62	10	37	56	7	54	40	6	61	36	4	51	43	6
Hispanic	49	42	10	21	55	24	26	52	22	17	56	28	21	51	28	42	47	12	54	42	4	35	50	16
Gender																								
Male	48	42	10	37	47	16	42	44	14	24	62	14	30	58	12	41	47	12	52	42	6	40	49	11
Female	66	30	5	44	47	9	45	46	9	26	62	12	37	55	8	60	36	4	64	34	2	52	42	6
Prior Care																								
Child Care Center	49	42	9	33	55	12	37	53	10	19	71	10	28	65	7	45	48	7	52	45	3	39	54	7
Family Child Care	58	36	5	34	55	11	34	58	8	19	74	6	29	65	6	53	43	3	60	39	1	38	57	6
Head Start	42	46	12	24	57	19	21	58	20	13	65	21	19	61	20	36	50	14	47	48	6	29	60	11
Home / Informal Care	49	41	10	24	53	23	27	52	21	14	63	23	21	63	17	42	47	11	46	49	5	31	54	15
Non-public Nursery	73	25	3	61	35	3	64	33	3	43	53	4	51	46	3	66	31	3	72	27	1	68	30	2
Pre-Kindergarten	52	39	9	36	49	14	40	47	12	18	65	16	29	56	14	45	44	11	54	39	7	42	47	11
Special Education																								
Yes	40	37	22	19	48	33	26	45	29	13	55	32	19	50	31	29	49	22	37	45	18	26	46	29
No	58	36	6	42	47	11	44	45	10	26	63	12	34	57	9	52	41	7	59	38	3	48	45	7
Limited English Proficiency																								
Yes	38	53	9	15	56	29	28	51	21	13	54	33	19	45	36	42	49	9	56	41	3	30	49	21
No	57	35	7	41	47	12	43	45	11	25	62	13	34	56	10	51	42	8	58	38	4	47	45	8
Free and Reduced Price Meals																								
Yes	32	53	15	15	54	31	19	52	28	8	60	32	15	54	31	27	54	19	42	48	10	22	56	22
No	60	34	6	43	46	11	46	45	10	27	63	11	36	57	8	53	40	7	60	37	3	49	44	7

* = fewer than 5

May not total 100% due to rounding.

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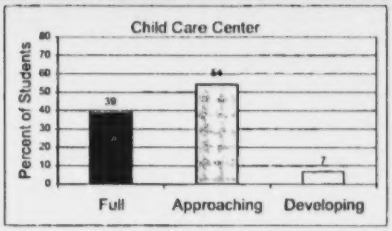
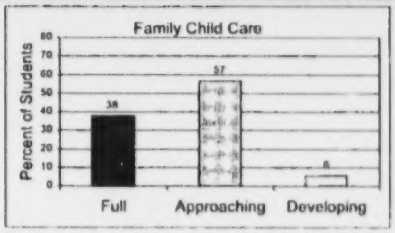
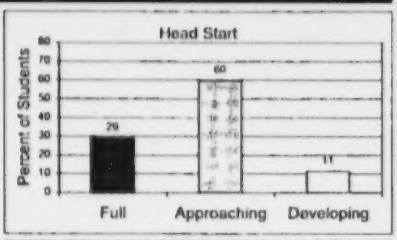
Anne Arundel County 2002-2003

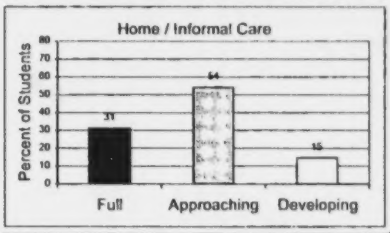
Disaggregated by Prior Care Composite Score

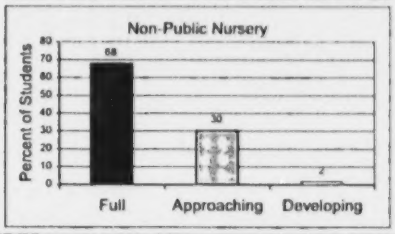
Entering Kindergarten

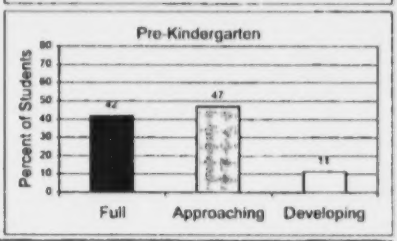












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

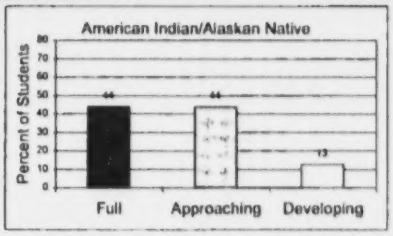
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

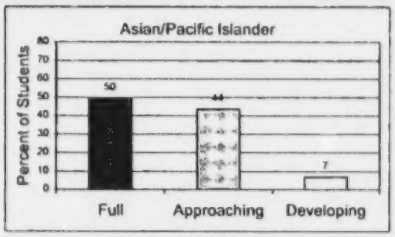
Pre-kindergarten

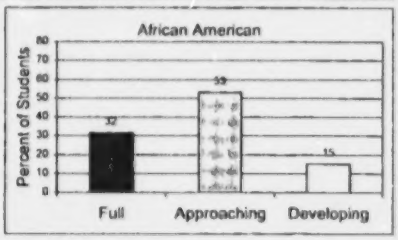
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

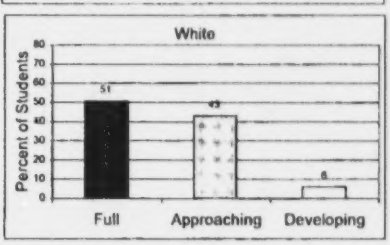
Disaggregated by Race / Ethnicity Composite Score

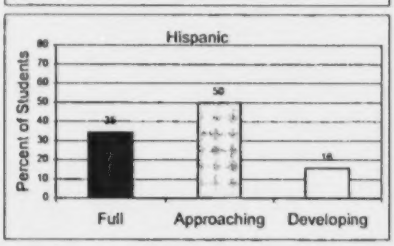
Entering Kindergarten











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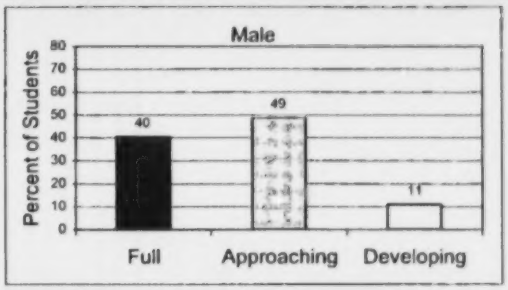
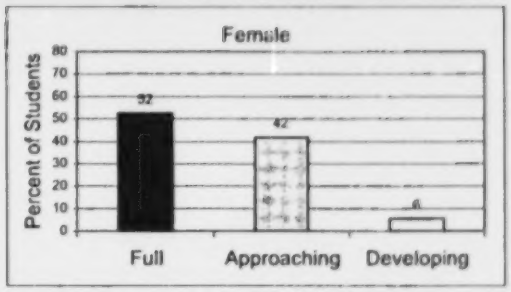
Anne Arundel County 2002-2003

Disaggregated by Gender Composite Score

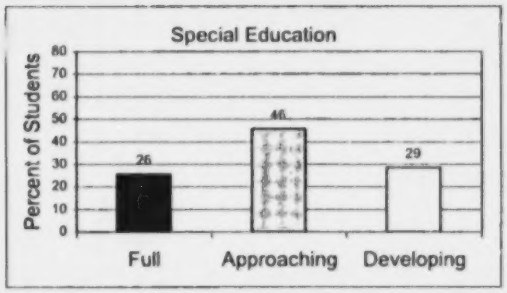
Entering Kindergarten

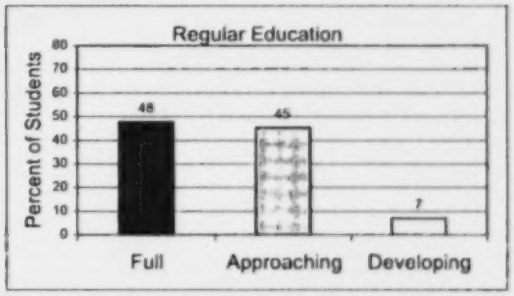




Disaggregated by Special Education Composite Score

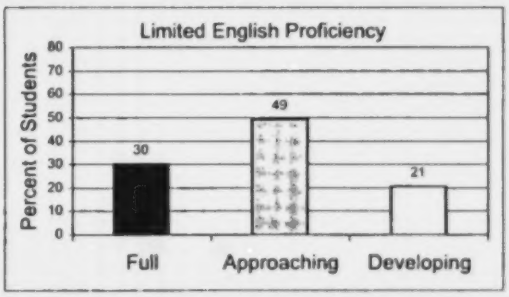
Entering Kindergarten

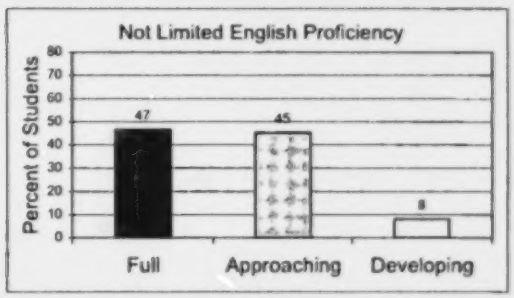




Disaggregated by Limited English Proficiency Composite Score

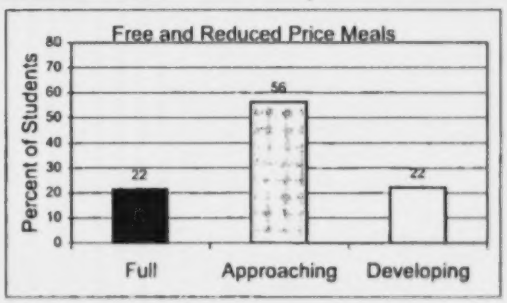
Entering Kindergarten

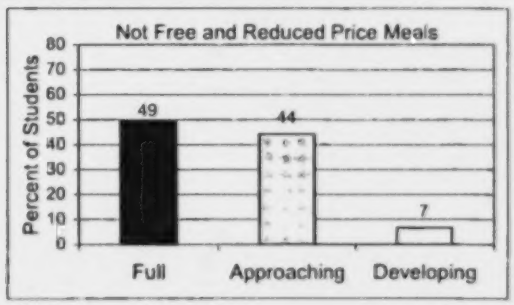




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Anne Arundel County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	19	12	3	9	20	4	13	16	5	7	21	5	10	20	4	18	13	3	20	13	1	14	14	4
Asian/Pacific Islander	86	50	6	57	66	17	78	54	11	35	92	14	44	83	13	68	65	7	91	49	3	66	58	9
African American	381	395	109	210	473	195	246	461	188	122	562	204	196	522	166	358	410	119	432	415	48	264	444	128
White	2,032	1,098	195	1,515	1,470	316	1,606	1,462	283	940	2,071	317	1,236	1,842	233	1,787	1,330	213	2,028	1,203	118	1,608	1,360	191
Hispanic	96	82	19	41	109	47	51	101	44	33	111	55	42	100	54	82	92	23	108	84	7	64	92	29
Gender																								
Male	1,114	965	228	844	1,078	366	972	1,030	325	554	1,431	321	696	1,325	281	937	1,085	280	1,208	986	130	860	1,061	238
Female	1,500	672	104	988	1,060	213	1,022	1,064	206	583	1,426	274	832	1,242	189	1,376	825	85	1,471	778	47	1,136	907	123
Prior Care																								
Child Care Center	371	314	66	250	411	86	281	401	73	141	537	77	207	484	55	340	357	54	390	338	25	280	392	48
Family Child Care	120	75	11	70	111	22	70	119	17	39	151	13	59	134	13	108	88	7	123	80	2	74	111	11
Head Start	68	75	19	39	92	30	35	95	33	22	107	35	31	98	32	58	81	23	76	78	9	44	91	17
Home / Informal Care	431	366	87	206	466	202	241	464	190	122	563	202	183	554	147	373	418	95	413	438	42	264	453	122
Non-Public Nursery	991	335	35	827	472	47	876	450	44	588	717	52	694	618	37	897	426	40	986	368	14	870	390	25
Pre-Kindergarten	518	387	86	362	488	144	403	475	125	181	652	164	290	561	143	445	438	114	546	392	71	394	440	105
Special Education																								
Yes	120	112	67	57	144	100	80	138	87	40	163	94	57	148	91	89	147	66	112	136	55	71	126	79
No	2,494	1,525	265	1,775	1,994	479	1,914	1,956	444	1,097	2,694	501	1,471	2,419	379	2,224	1,763	299	2,567	1,628	122	1,945	1,842	282
Limited English Proficiency																								
Yes	26	36	6	10	37	19	19	34	14	9	37	23	13	31	25	28	33	6	38	28	2	19	31	13
No	2588	1601	326	1822	2101	560	1975	2060	517	1128	2820	572	1515	2536	445	2285	1877	359	2641	1736	175	1997	1937	348
Free and Reduced Price Meals																								
Yes	141	230	65	67	236	133	86	231	125	37	263	138	63	236	135	118	236	84	186	214	45	88	230	91
No	2,473	1,403	264	1,765	1,901	440	1,908	1,862	399	1,100	2,593	450	1,465	2,331	327	2,195	1,671	276	2,493	1,546	129	1,928	1,737	264
* = fewer than 5																								

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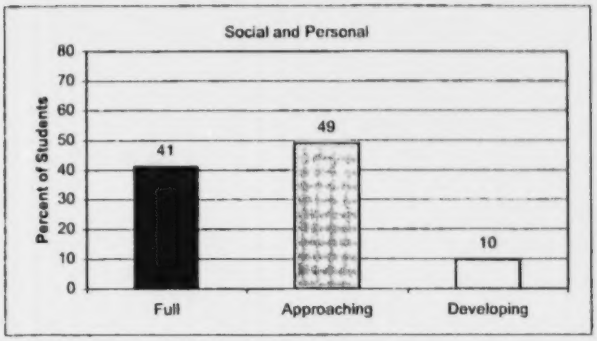
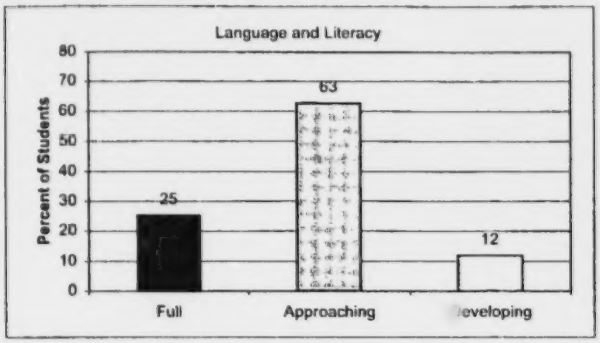
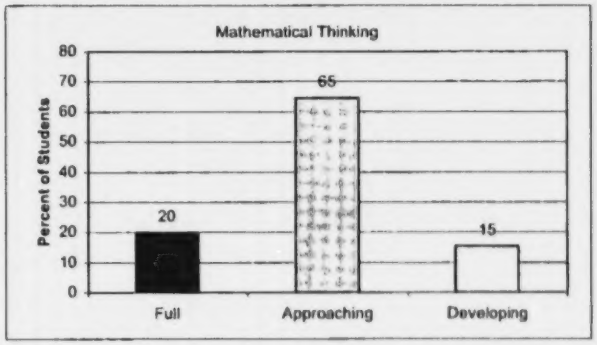
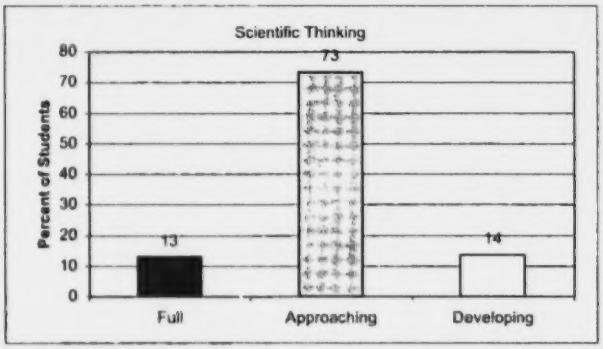
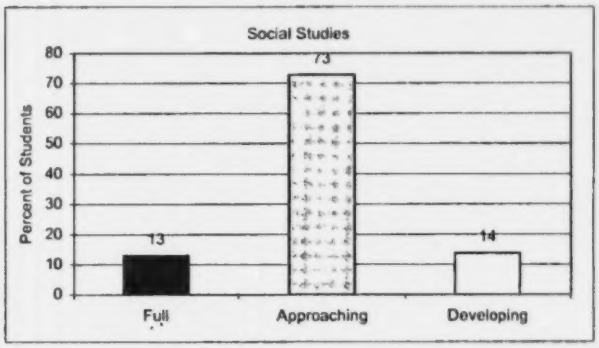
Baltimore City - Percentage of Kindergarten Students

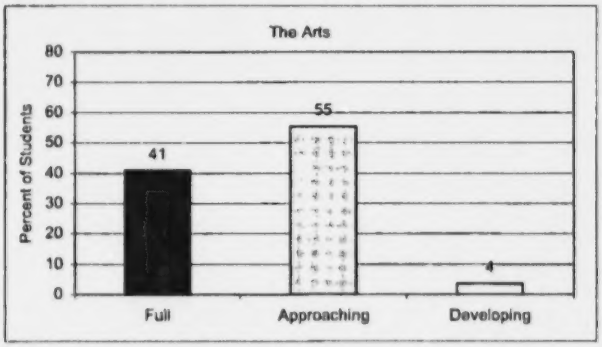


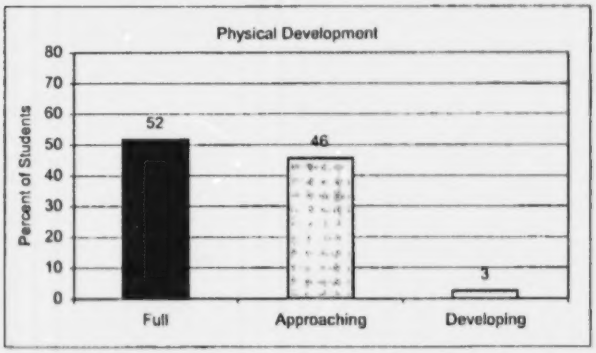


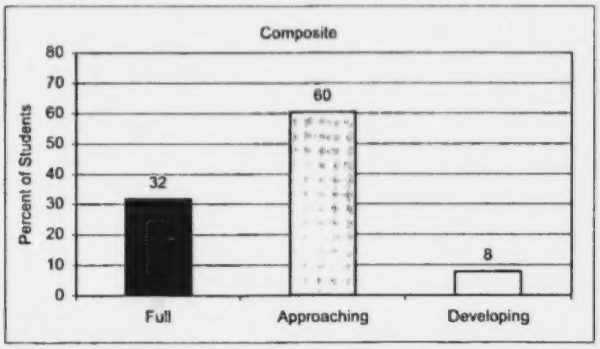












Baltimore City - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	33	50	17	40	50	10	27	45	27	18	55	27	17	67	17	17	83	0	58	33	8	11	78	11
Asian/Pacific Islander	35	58	7	17	69	14	18	73	10	5	78	18	10	68	22	26	71	2	53	47	0	17	83	0
African American	41	49	10	25	63	12	20	65	16	13	73	14	13	72	15	42	54	4	53	45	3	32	60	8
White	44	47	9	30	59	11	24	64	12	15	75	10	13	78	9	36	61	3	46	51	3	32	61	7
Hispanic	40	54	7	18	71	12	14	70	17	5	84	11	4	85	11	28	68	3	46	54	0	23	72	5
Gender																								
Male	34	52	13	23	63	14	19	64	16	12	73	15	12	73	15	37	58	5	49	47	3	29	62	9
Female	48	46	6	27	62	10	21	65	14	14	74	13	15	73	13	45	53	2	54	44	2	35	59	7
Prior Care																								
Child Care Center	40	50	11	28	63	9	17	73	10	15	76	9	12	80	8	39	59	1	52	47	1	35	60	6
Family Child Care	40	51	9	24	63	13	21	62	17	15	71	13	11	79	10	39	58	2	46	51	4	33	60	7
Head Start	36	51	13	24	64	11	17	67	15	12	74	13	11	75	14	40	57	3	52	46	2	27	66	7
Home / Informal Care	35	52	13	15	62	23	10	62	28	9	68	23	7	70	23	34	60	6	47	49	4	21	64	15
Non-public Nursery	43	51	6	35	57	9	26	65	8	17	74	8	14	78	7	38	61	1	51	48	1	35	58	6
Pre-Kindergarten	45	47	8	28	63	9	24	64	12	14	75	11	16	72	12	44	53	3	54	44	2	36	58	6
Special Education																								
Yes	28	55	16	11	63	26	11	59	30	6	68	25	5	68	27	30	60	10	39	55	7	16	66	18
No	42	49	9	26	63	11	20	65	14	13	74	13	14	73	13	41	56	3	53	45	2	32	61	7
Limited English Proficiency																								
Yes	39	51	10	27	53	20	19	50	31	18	51	31	18	65	18	63	29	8	82	14	4	37	55	8
No	41	49	10	25	63	12	20	65	15	13	74	13	13	73	14	41	56	4	52	46	3	32	61	8
Free and Reduced Price Meals																								
Yes	42	48	9	27	62	10	21	65	14	14	74	13	14	73	13	41	55	4	53	45	3	34	60	7
No	40	50	10	25	63	12	20	65	16	13	73	14	12	73	14	41	56	3	51	46	2	31	61	8
* = fewer than 5	May not total 100% due to rounding.																							

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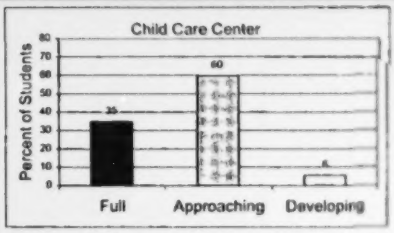
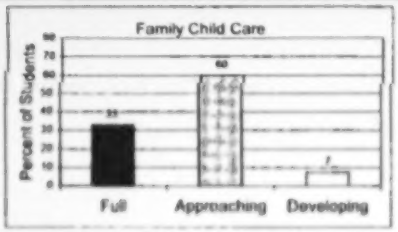
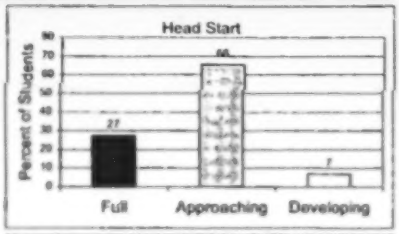
Baltimore City 2002-2003

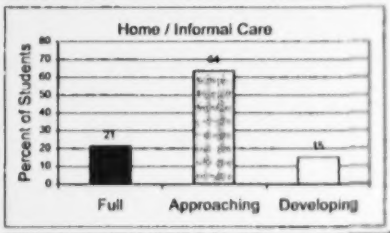
Disaggregated by Prior Care Composite Score

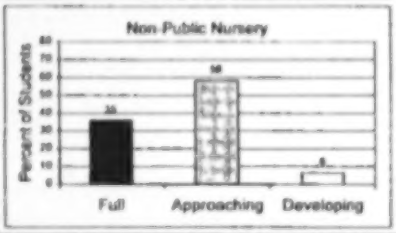
Entering Kindergarten

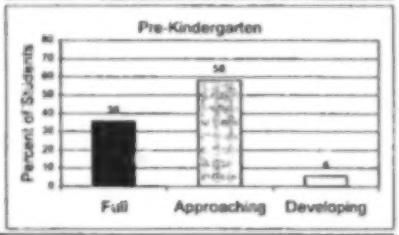












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Family Child Care
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Head Start
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Pre-kindergarten
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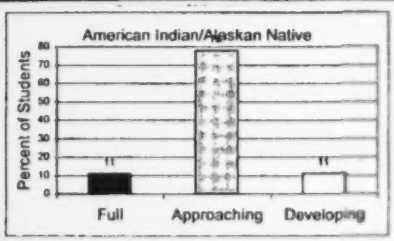
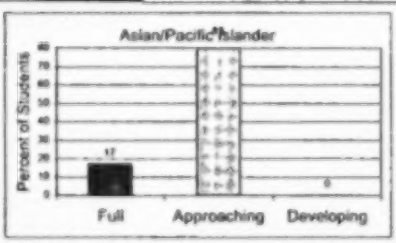
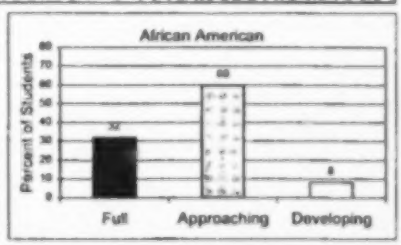
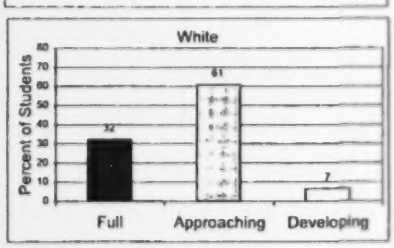
Disaggregated by Race / Ethnicity Composite Score

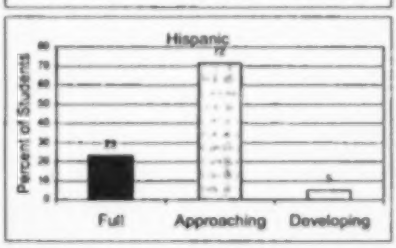
Entering Kindergarten











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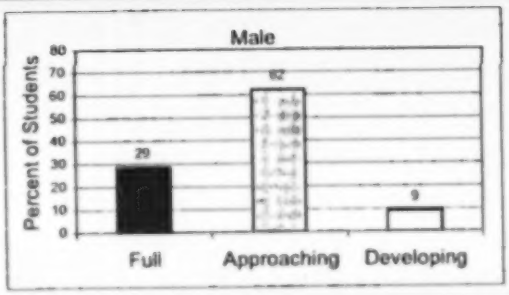
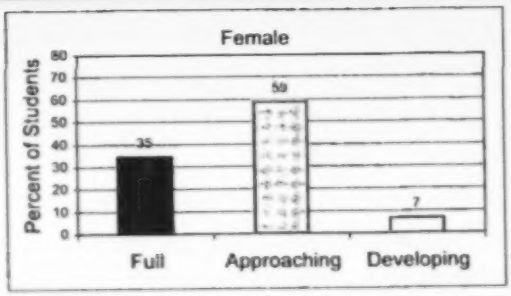
Baltimore City 2002-2003

Disaggregated by Gender Composite Score

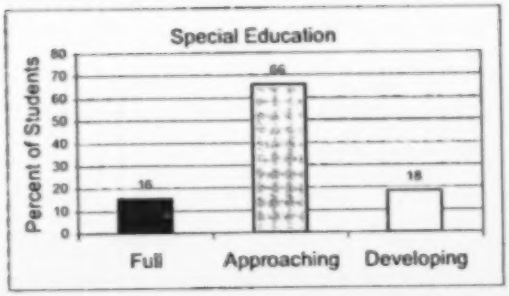
Entering Kindergarten

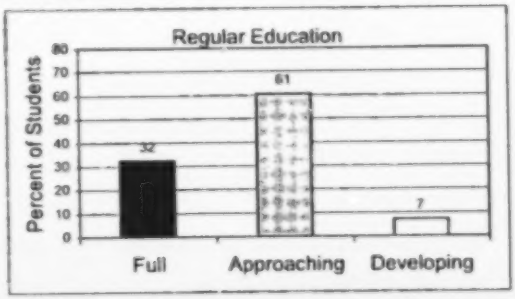




Disaggregated by Special Education Composite Score

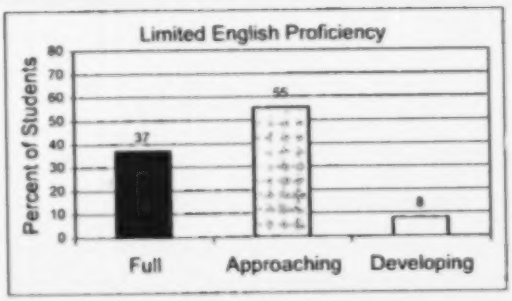
Entering Kindergarten

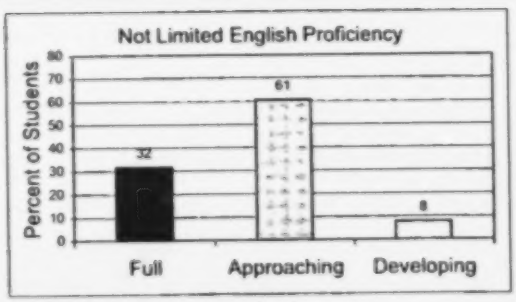




Disaggregated by Limited English Proficiency Composite Score

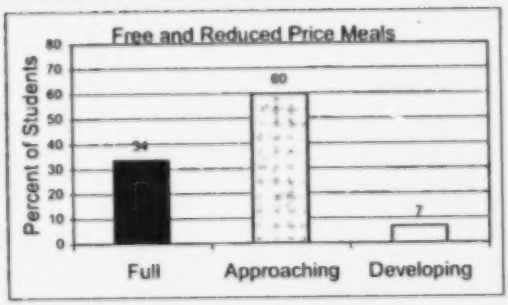
Entering Kindergarten

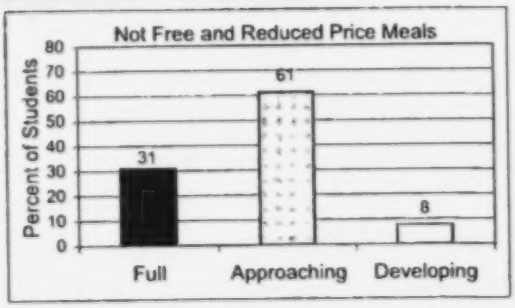




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Baltimore City - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	6	2	4	5	1	3	5	3	2	6	3	2	8	2	2	10	0	7	4	1	1	7	1
Asian/Pacific Islander	15	25	3	7	29	6	7	29	4	2	31	7	4	28	9	11	30	1	23	20	0	6	29	0
African American	1,901	2,279	466	1,131	2,879	547	892	2,947	714	614	3,451	677	630	3,382	688	1,998	2,564	178	2,501	2,110	122	1,197	2,242	305
White	295	318	59	195	382	74	156	415	80	107	522	67	89	532	60	247	419	20	321	355	19	179	339	37
Hispanic	48	65	8	20	79	13	16	80	19	6	103	13	5	100	13	34	82	4	56	66	0	23	71	5
Gender																								
Male	947	1,444	365	625	1,709	368	519	1,739	441	351	2,049	414	328	2,036	426	1,041	1,622	133	1,389	1,334	93	636	1,380	199
Female	1,318	1,253	173	734	1,670	272	557	1,742	379	380	2,072	351	402	2,020	346	1,255	1,485	70	1,522	1,223	50	773	1,312	149
Prior Care																								
Child Care Center	119	149	32	82	185	28	51	214	29	46	233	28	35	244	25	119	180	4	158	142	4	88	151	14
Family Child Care	57	72	13	34	88	16	28	83	22	22	101	19	16	112	14	54	80	3	64	71	5	40	73	9
Head Start	191	268	66	125	328	58	89	346	79	67	403	71	57	395	72	211	298	15	273	241	12	113	272	29
Home / Informal Care	376	554	144	158	647	237	99	649	292	96	737	252	71	759	252	376	655	63	514	530	44	187	555	132
Non-Public Nursery	62	74	8	48	79	12	37	93	12	25	108	12	20	109	10	55	87	1	74	70	1	39	64	7
Pre-Kindergarten	1,432	1,524	261	896	1,984	272	756	2,030	367	469	2,461	368	529	2,358	383	1,453	1,741	113	1,789	1,448	72	929	1,517	150
Special Education																								
Yes	101	196	58	38	216	90	37	203	103	23	249	92	18	245	99	110	220	35	141	199	24	43	182	51
No	2,060	2,416	467	1,252	3,049	534	988	3,149	692	672	3,719	651	691	3,650	654	2,058	2,809	161	2,650	2,280	114	1,298	2,442	288
Limited English Proficiency																								
Yes	20	26	5	12	24	9	9	24	15	9	26	16	9	33	9	33	15	4	41	7	2	14	21	3
No	2254	2682	536	1350	3370	634	1071	3470	809	723	4113	753	724	4039	765	2271	3106	199	2881	2562	141	1399	2677	346
Free and Reduced Price Meals																								
Yes	991	1,135	220	621	1,431	240	483	1,495	314	326	1,769	302	339	1,724	305	990	1,327	85	1,257	1,076	61	637	1,135	127
No	1,177	1,453	281	700	1,793	355	567	1,841	446	384	2,178	408	361	2,160	419	1,213	1,642	101	1,525	1,377	66	721	1,438	183
* = fewer than 5																								

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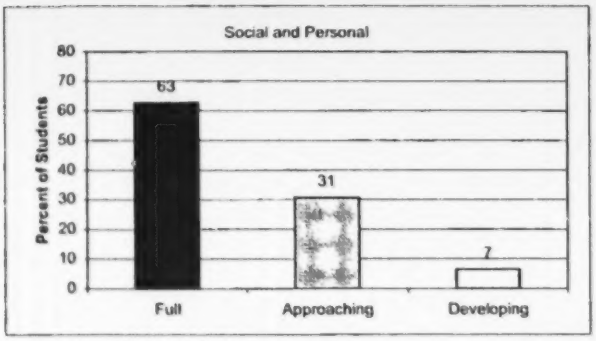
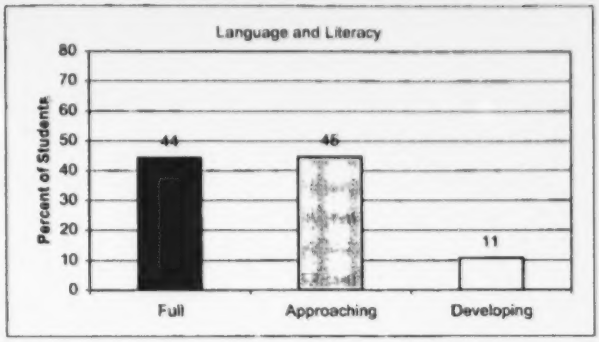
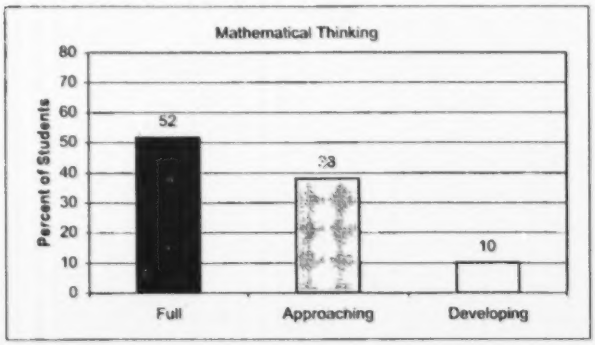
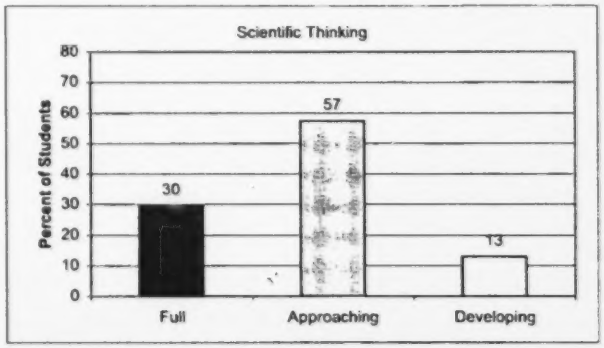
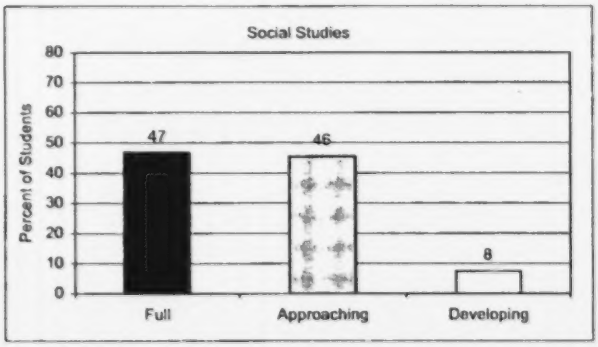
Baltimore County - Percentage of Kindergarten Students

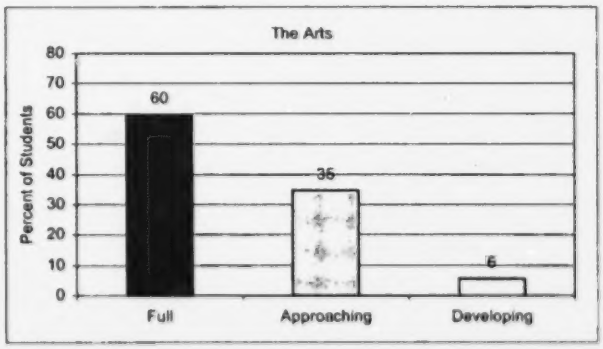


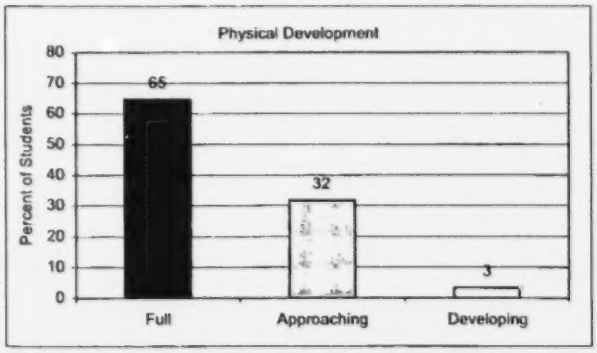


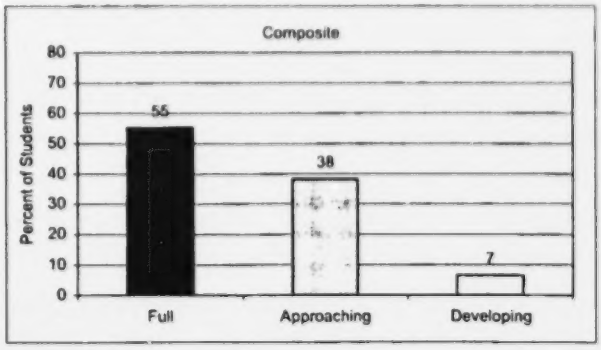












Baltimore County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	71	29	0	61	35	3	54	43	3	30	67	3	42	58	0	76	24	0	66	29	6	74	26	0
Asian/Pacific Islander	66	30	4	45	43	12	56	35	9	26	60	14	42	48	10	53	41	6	70	29	1	56	38	6
African American	57	35	8	40	47	13	47	39	13	23	61	16	39	51	10	57	37	6	63	34	4	48	43	8
White	66	28	6	48	43	8	56	37	8	35	55	10	54	41	5	64	32	5	67	30	3	61	34	5
Hispanic	64	29	7	34	45	21	43	43	14	21	58	21	39	49	12	56	34	10	66	31	3	46	44	10
Gender																								
Male	55	36	9	40	46	13	49	39	12	29	56	15	44	46	9	51	41	8	58	37	5	49	42	9
Female	72	25	4	50	43	7	55	37	8	31	59	10	50	45	5	71	27	2	73	26	2	62	34	4
Prior Care																								
Child Care Center	56	36	8	48	44	7	56	34	10	31	58	11	49	44	7	60	35	5	64	33	3	57	37	6
Family Child Care	63	30	7	32	52	16	40	47	13	21	66	13	34	57	9	55	40	5	61	37	2	45	49	6
Head Start	51	39	10	38	46	16	46	39	15	16	66	17	31	59	11	56	39	4	65	31	4	44	47	9
Home / Informal Care	54	36	9	30	47	22	36	45	19	19	57	24	35	51	14	52	40	8	54	39	7	39	49	12
Non-public Nursery	77	19	3	60	34	6	68	28	5	43	50	6	64	33	3	72	24	4	76	23	2	72	25	3
Pre-Kindergarten	63	30	6	45	46	10	52	39	9	30	58	13	47	46	7	60	35	5	65	32	3	56	38	6
Special Education																								
Yes	45	36	19	24	49	27	34	41	25	18	54	28	31	48	21	43	43	13	45	44	12	36	45	19
No	65	30	5	47	44	9	54	38	8	31	58	11	49	45	6	62	34	4	67	30	2	57	37	5
Limited English Proficiency																								
Yes	55	39	7	27	50	23	40	44	16	17	59	25	28	56	17	53	40	7	65	34	1	40	50	10
No	63	30	7	45	45	10	52	38	10	30	57	12	48	45	7	60	34	5	65	32	4	56	38	6
Free and Reduced Price Meals																								
Yes	58	35	8	40	47	13	47	41	12	24	60	15	40	51	9	55	39	6	61	35	4	50	42	8
No	64	30	6	46	44	10	53	37	10	31	57	12	48	44	7	61	34	5	66	31	3	56	37	6
* = fewer than 5	May not total 100% due to rounding																							

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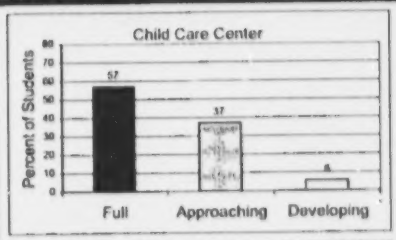
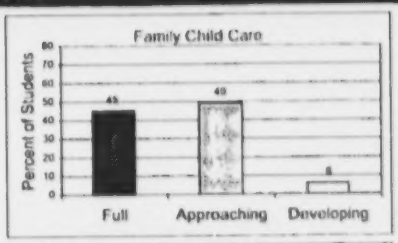
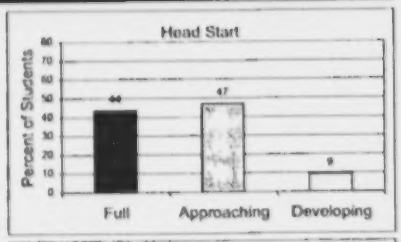
Baltimore County 2002-2003

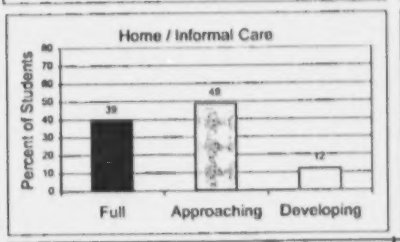
Disaggregated by Prior Care Composite Score

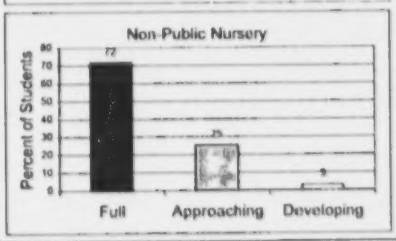
Entering Kindergarten

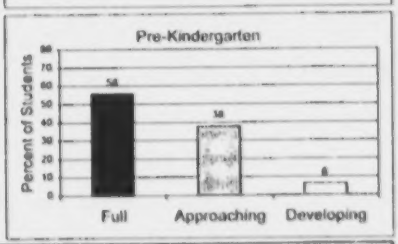












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

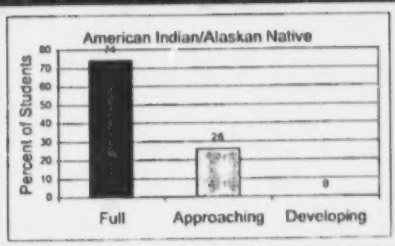
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

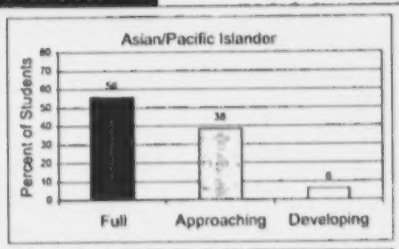
Pre-kindergarten

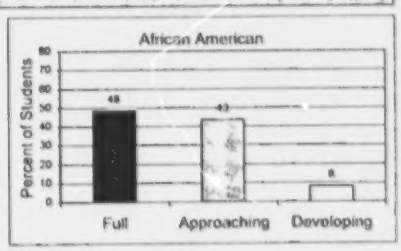
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

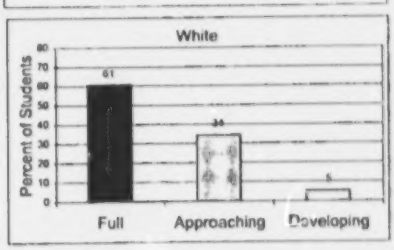
Disaggregated by Race / Ethnicity Composite Score

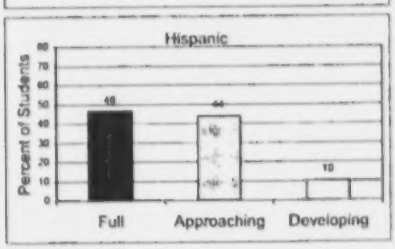
Entering Kindergarten











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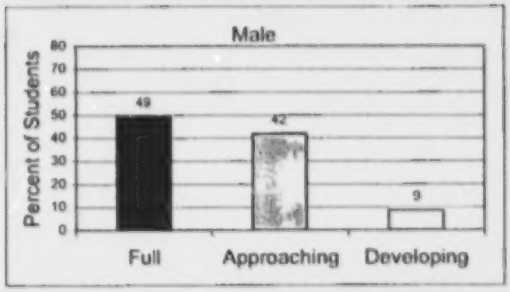
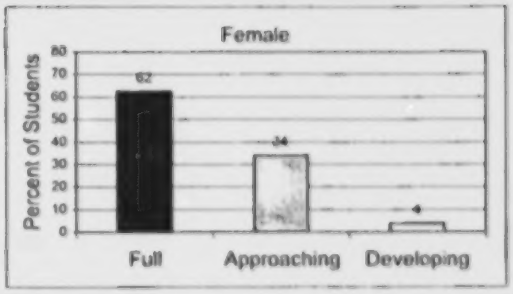
Baltimore County 2002-2003

Disaggregated by Gender Composite Score

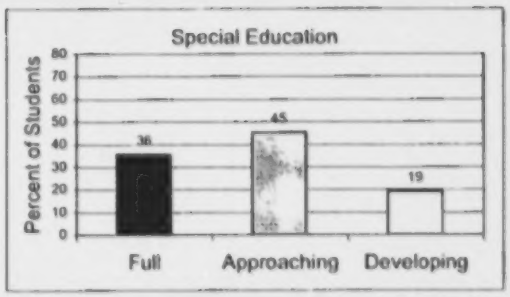
Entering Kindergarten

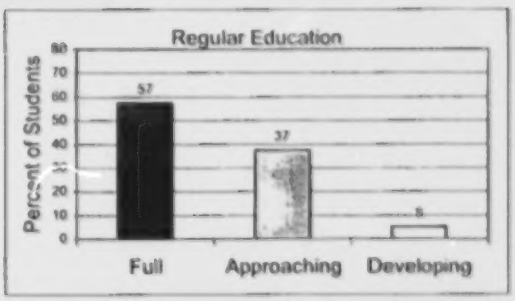




Disaggregated by Special Education Composite Score

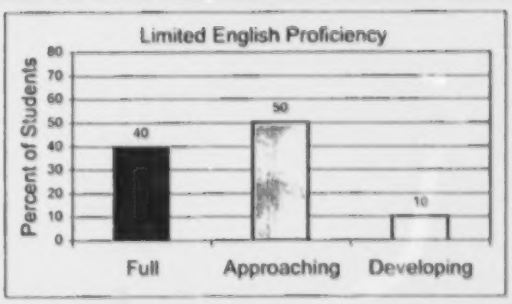
Entering Kindergarten

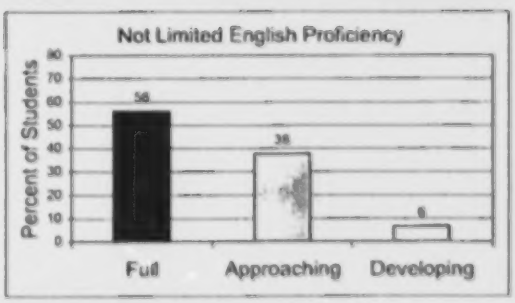




Disaggregated by Limited English Proficiency Composite Score

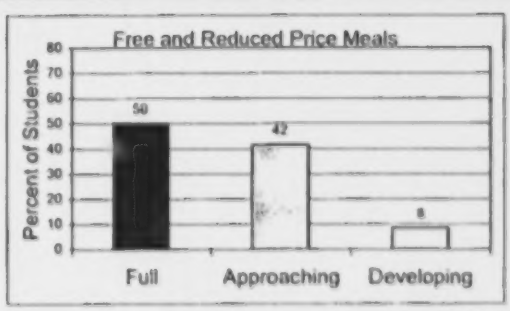
Entering Kindergarten

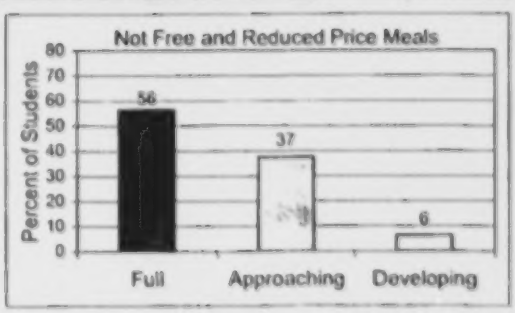




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Baltimore County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	24	10	0	19	11	1	19	15	1	10	22	1	14	19	0	26	8	0	23	10	2	20	7	0
Asian/Pacific Islander	180	81	10	119	113	33	154	95	25	70	161	38	113	130	27	144	113	16	192	81	2	140	97	15
African American	1,171	728	157	804	934	266	988	823	281	476	1,244	328	784	1,042	203	1,157	765	124	1,305	701	82	878	787	148
White	2,269	946	201	1,631	1,459	279	1,931	1,265	263	1,196	1,867	346	1,834	1,399	179	2,186	1,091	157	2,303	1,053	106	1,908	1,081	162
Hispanic	114	52	12	58	76	35	79	78	25	39	105	38	68	87	21	99	60	17	119	57	5	69	65	15
Gender																								
Male	1,766	1,156	286	1,266	1,458	421	1,605	1,264	383	931	1,784	479	1,417	1,473	296	1,628	1,329	253	1,902	1,199	153	1,426	1,209	249
Female	2,125	732	105	1,450	1,245	214	1,670	1,106	236	909	1,758	297	1,486	1,314	151	2,100	805	69	2,183	778	50	1,687	918	101
Prior Care																								
Child Care Center	354	231	50	297	273	46	355	216	63	196	368	67	309	278	42	378	219	29	410	210	18	326	212	32
Family Child Care	117	56	13	58	93	29	75	67	25	39	122	24	62	103	16	102	74	10	113	69	3	77	84	10
Head Start	69	53	14	50	60	21	63	54	21	22	89	23	41	78	14	77	54	6	89	42	5	52	56	11
Home / Informal Care	275	184	46	155	242	115	187	235	101	100	293	121	179	261	72	267	206	41	284	204	34	183	226	56
Non-Public Nursery	430	108	17	325	188	33	381	155	27	241	280	34	346	178	19	402	134	21	426	128	9	363	128	16
Pre-Kindergarten	2,539	1,221	259	1,761	1,797	382	2,130	1,577	376	1,199	2,308	505	1,888	1,837	282	2,400	1,413	217	2,651	1,293	141	2,031	1,381	231
Special Education																								
Yes	233	186	96	123	248	137	174	212	132	69	271	142	160	245	107	223	222	69	234	229	61	161	205	87
No	3,657	1,701	295	2,591	2,455	498	3,099	2,158	486	1,750	3,272	633	2,741	2,543	339	3,503	1,912	253	3,849	1,748	142	2,950	1,923	262
Limited English Proficiency																								
Yes	149	106	18	70	129	61	110	122	44	45	158	67	74	150	45	144	109	20	180	93	4	94	119	24
No	3762	1812	396	2656	2619	594	3174	2295	595	1801	3427	737	2838	2683	422	3596	2065	325	3929	1920	215	3030	2046	347
Free and Reduced Price Meals																								
Yes	689	415	94	462	555	152	574	495	143	288	719	182	478	604	107	658	469	73	738	424	52	540	450	90
No	3,222	1,503	320	2,264	2,193	503	2,710	1,922	496	1,558	2,866	622	2,434	2,229	360	3,082	1,705	272	3,371	1,589	187	2,584	1,715	281
* = fewer than 5																								

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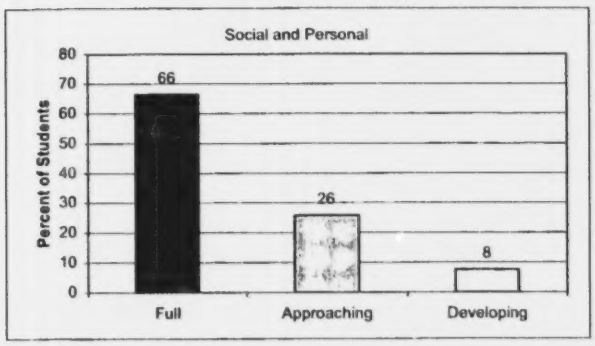
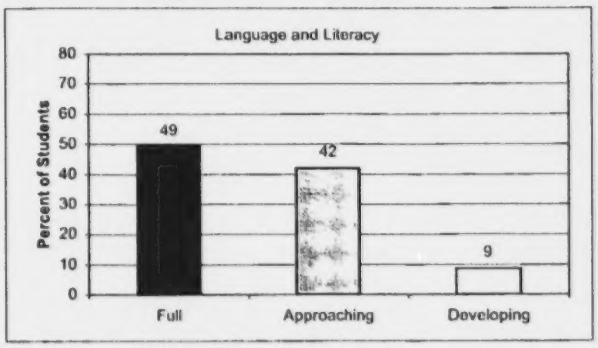
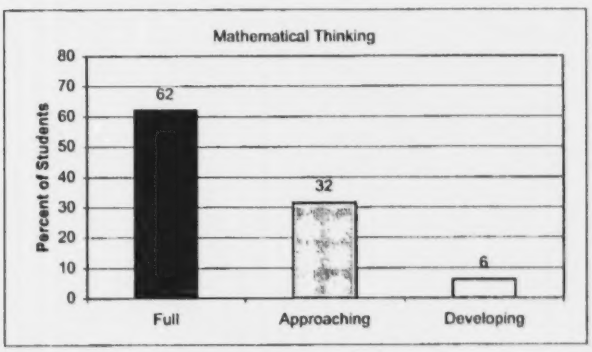
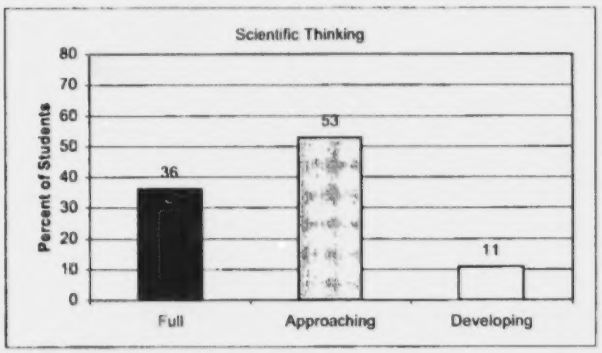
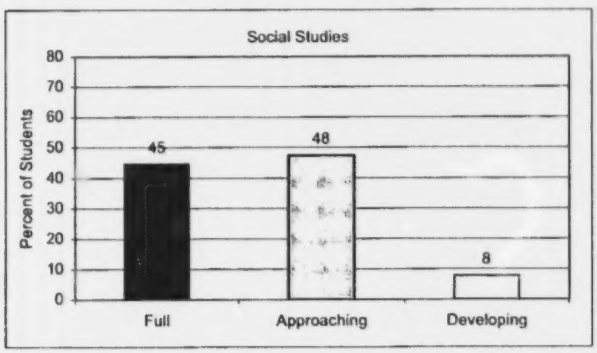
Calvert County - Percentage of Kindergarten Students

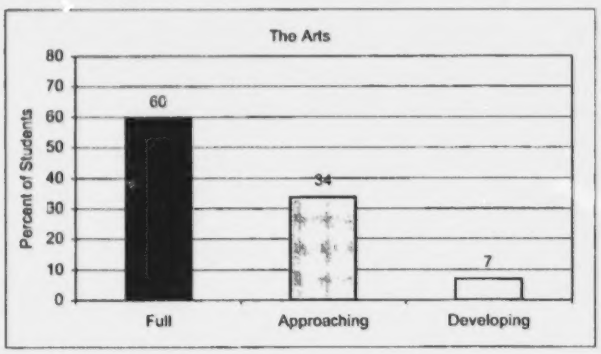


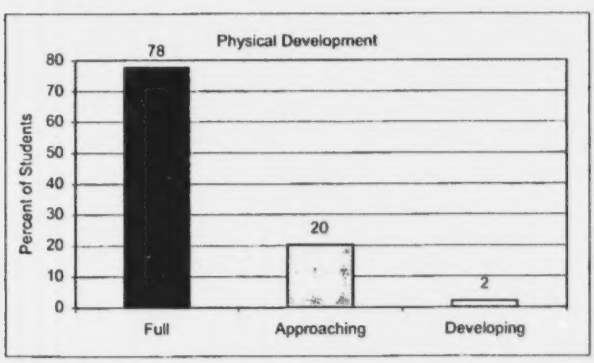


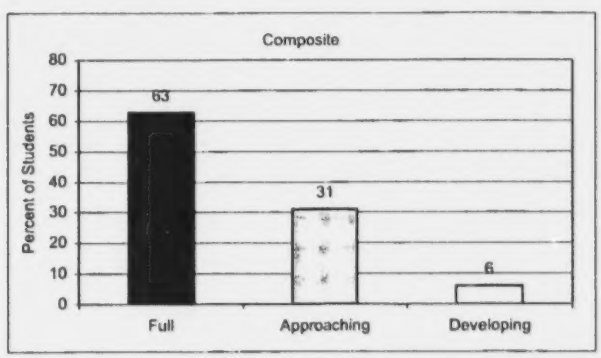












Calvert County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	80	20	0	*	*	*	40	40	20	40	40	20	40	40	20	*	*	*	80	20	0	*	*	*
Asian/Pacific Islander	64	27	9	30	50	20	45	36	18	27	55	18	36	45	18	80	10	10	82	9	9	56	33	11
African American	58	28	15	31	51	18	46	38	17	20	57	23	28	55	17	52	37	11	73	23	4	47	38	15
White	68	25	6	53	40	6	66	30	4	39	52	8	48	47	5	61	33	6	79	19	2	66	30	4
Hispanic	45	40	15	37	37	26	50	35	15	20	50	30	30	40	30	35	45	20	55	45	0	47	32	21
Gender																								
Male	55	33	11	40	48	11	56	37	7	33	54	12	38	53	10	49	41	10	71	26	3	54	38	8
Female	77	19	4	58	36	6	68	27	5	39	52	9	51	43	6	70	27	4	84	15	1	72	24	4
Prior Care																								
Child Care Center	69	23	8	58	34	7	67	27	6	49	40	11	54	39	7	64	31	5	82	17	2	70	22	7
Family Child Care	68	23	9	53	42	5	63	32	5	41	52	7	46	47	7	59	36	5	88	12	0	72	24	4
Head Start	49	38	13	28	40	32	37	41	22	12	65	23	21	57	23	43	41	16	66	26	8	35	46	19
Home / Informal Care	60	32	8	43	43	14	55	36	9	28	56	16	38	49	13	54	37	9	73	25	2	55	36	9
Non-public Nursery	78	17	5	64	33	3	75	21	4	44	50	6	59	34	7	69	27	4	80	19	1	78	19	3
Pre-Kindergarten	66	26	7	45	49	6	63	34	3	32	60	8	41	55	4	59	34	7	77	21	2	61	36	3
Special Education																								
Yes	47	45	8	31	53	16	43	47	10	16	62	22	26	60	13	48	38	14	57	37	5	42	49	10
No	68	24	8	51	41	8	64	30	6	38	52	10	46	46	7	61	33	6	80	18	2	65	29	6
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	66	26	8	49	42	9	62	32	6	36	53	11	45	48	8	59	34	7	78	20	2	63	31	6
Free and Reduced Price Meals																								
Yes	50	33	17	23	53	24	41	40	18	17	57	27	21	58	20	45	42	12	68	29	3	37	46	17
No	69	25	7	53	41	7	65	31	5	39	52	9	48	46	6	61	33	6	79	19	2	66	29	5
* = fewer than 5	May not total 100% due to rounding.																							

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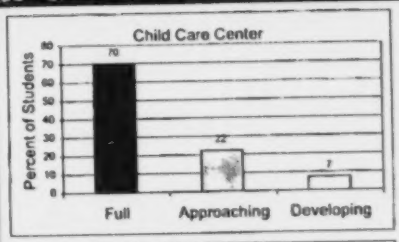
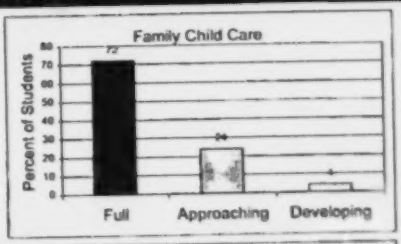
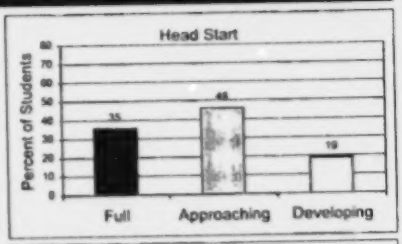
Calvert County 2002-2003

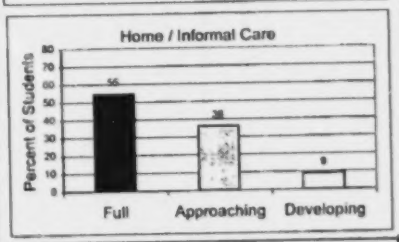
Disaggregated by Prior Care Composite Score

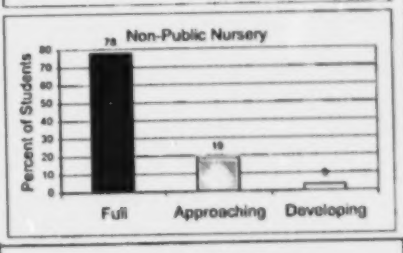
Entering Kindergarten

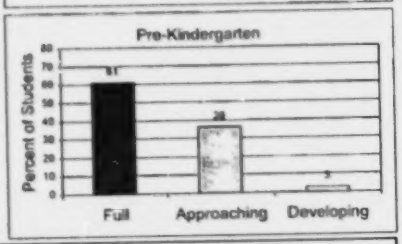












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

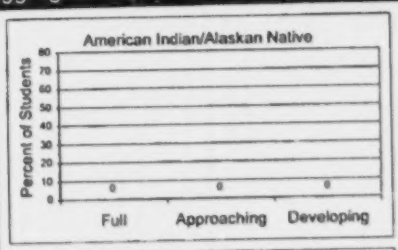
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

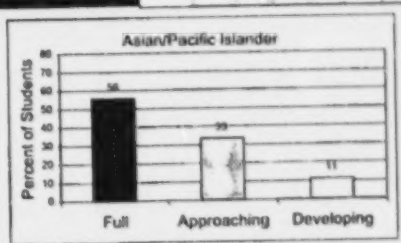
Pre-kindergarten

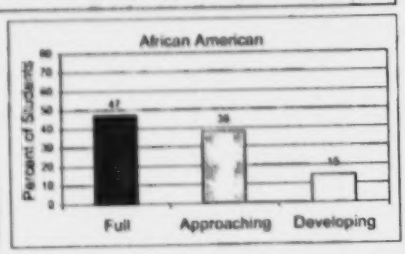
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

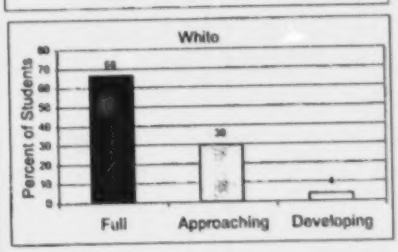
Disaggregated by Race / Ethnicity Composite Score

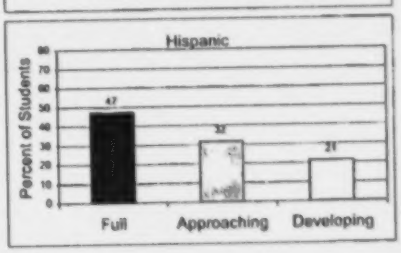
Entering Kindergarten











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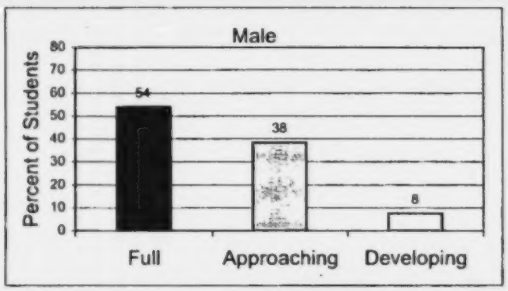
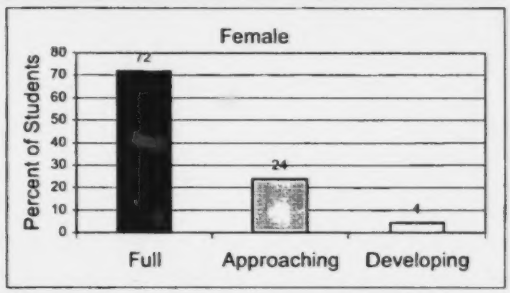
Calvert County 2002-2003

Disaggregated by Gender Composite Score

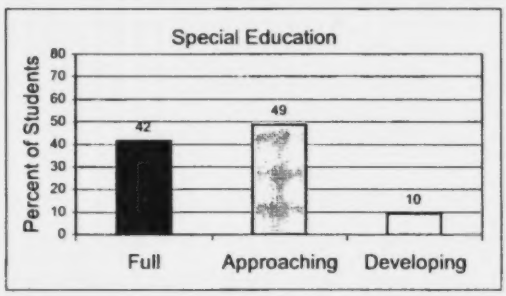
Entering Kindergarten

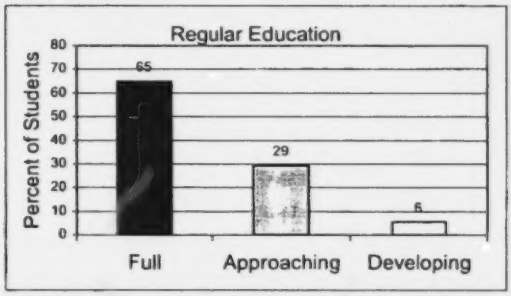




Disaggregated by Special Education Composite Score

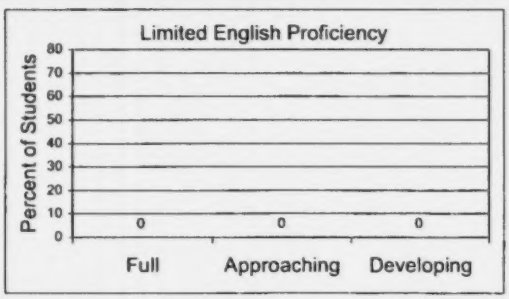
Entering Kindergarten

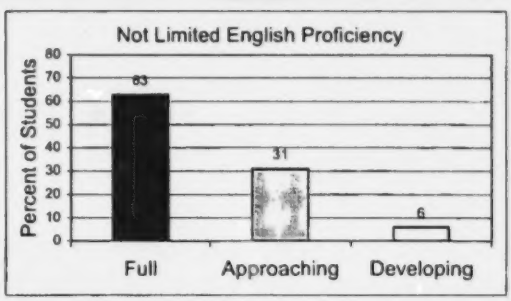




Disaggregated by Limited English Proficiency Composite Score

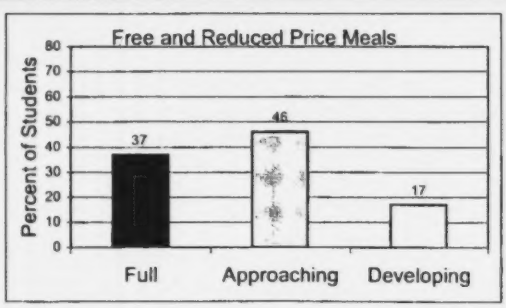
Entering Kindergarten

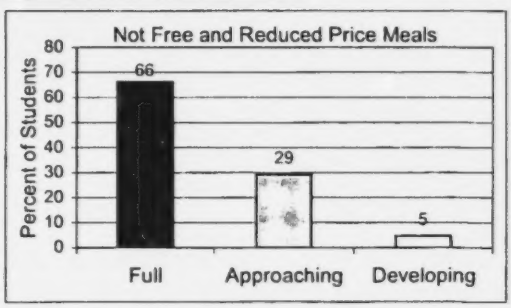




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Calvert County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	1	0	*	*	*	2	2	1	2	2	1	2	2	1	*	*	*	4	1	0	*	*	*
Asian/Pacific Islander	7	3	1	3	5	2	5	4	2	3	6	2	4	5	2	8	1	1	9	1	1	5	3	1
African American	87	42	22	46	77	27	69	57	25	30	84	34	41	82	26	78	55	17	110	35	6	64	52	20
White	567	209	52	432	326	51	545	252	32	327	435	67	398	385	44	510	276	47	662	162	15	492	220	29
Hispanic	9	8	3	7	7	5	10	7	3	4	10	6	6	8	6	7	9	4	11	9	0	9	6	4
Gender																								
Male	272	164	55	198	237	54	278	182	37	166	269	61	185	261	47	244	205	50	356	129	16	244	174	34
Female	402	99	23	291	180	32	353	140	26	200	268	49	266	221	32	361	138	19	440	79	6	327	109	20
Prior Care																								
Child Care Center	187	61	22	150	88	19	177	71	17	132	109	31	143	103	19	170	83	13	221	45	5	161	51	17
Family Child Care	39	13	5	29	23	3	36	18	3	23	29	4	26	27	4	34	21	3	51	7	0	36	12	2
Head Start	26	2	7	15	21	17	20	22	12	6	34	12	11	30	12	22	21	8	35	14	4	17	22	9
Home / Informal Care	104	55	14	74	73	24	95	62	15	47	93	27	66	85	22	92	64	15	128	44	4	83	55	14
Non-Public Nursery	76	17	5	62	32	3	75	21	4	43	49	6	58	33	7	69	27	4	79	19	1	70	17	3
Pre-Kindergarten	230	91	25	156	168	19	220	120	10	111	211	28	142	192	14	209	119	25	269	75	7	197	117	9
Special Education																								
Yes	42	40	7	28	48	14	39	43	9	15	56	20	24	55	12	44	35	13	52	34	5	35	41	8
No	631	222	71	460	368	72	590	278	54	350	480	90	426	425	67	560	306	56	743	172	17	535	242	46
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	673	262	78	489	415	86	630	321	63	366	535	110	451	480	79	604	343	69	794	208	22	571	282	54
Free and Reduced Price Meals																								
Yes	55	37	19	25	58	26	47	46	21	18	62	29	24	66	23	51	48	14	78	33	3	37	46	17
No	620	226	59	465	359	60	585	276	42	349	475	81	428	416	56	555	295	55	719	175	19	535	237	37

* = fewer than 5

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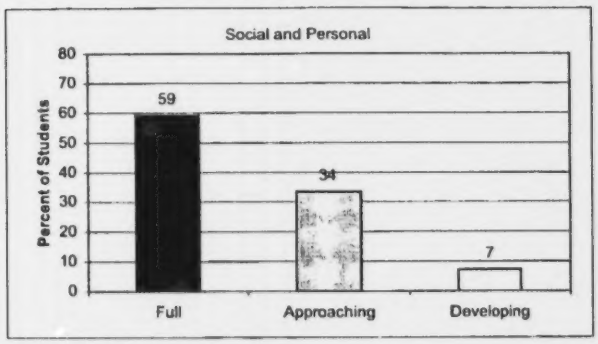
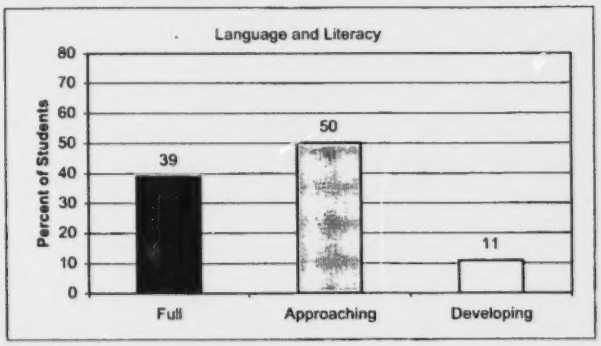
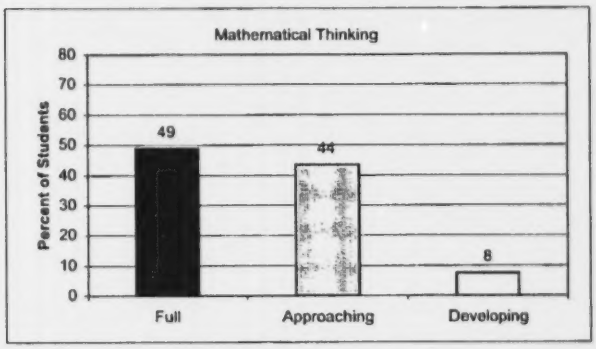
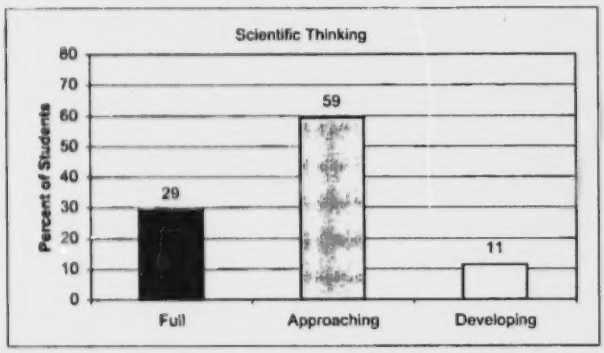
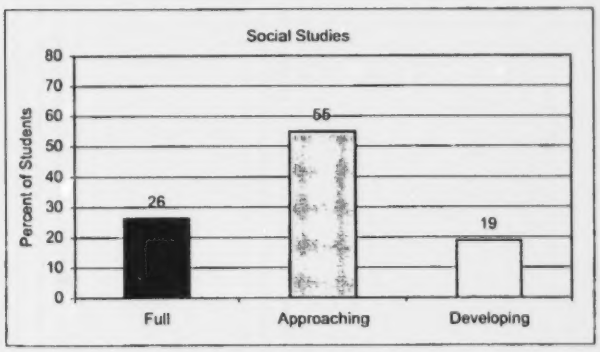
Caroline County - Percentage of Kindergarten Students

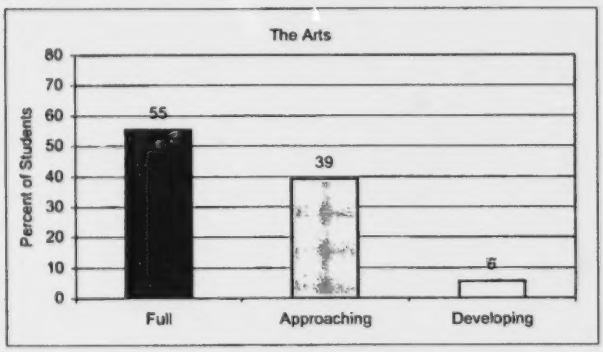


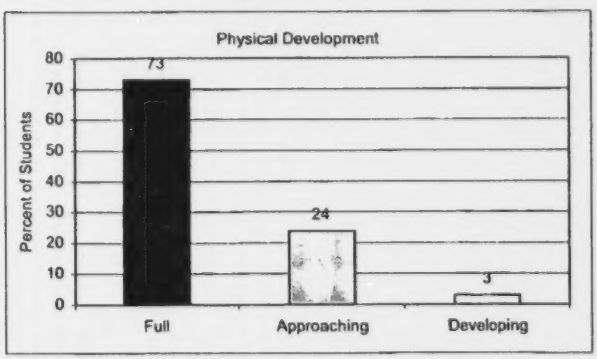


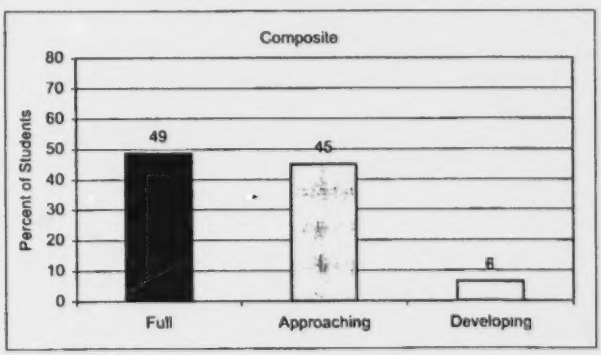












Caroline County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	80	20	0	40	40	20	60	40	0	0	60	40	*	*	*	80	20	0	80	20	0	*	*	*
African American	55	34	11	32	59	10	38	54	8	24	63	13	24	58	18	58	37	5	75	22	3	41	51	8
White	62	32	6	44	46	10	53	40	6	33	57	9	29	54	17	56	38	6	74	23	3	53	42	5
Hispanic	30	57	13	9	70	22	26	52	22	9	65	26	9	52	39	35	65	0	52	43	4	26	57	17
Gender																								
Male	51	38	11	35	50	15	47	44	9	27	60	13	24	56	20	50	41	9	68	28	4	44	48	8
Female	67	29	4	43	50	7	50	43	7	32	58	10	29	53	18	61	38	2	78	20	2	53	43	4
Prior Care																								
Child Care Center	63	29	8	56	32	12	60	28	12	58	33	8	42	42	17	64	28	8	72	24	4	57	35	9
Family Child Care	62	31	8	50	42	8	50	33	17	50	33	17	50	17	33	69	23	8	62	38	0	55	36	9
Head Start	40	47	13	13	80	7	13	87	0	13	60	27	20	47	33	13	73	13	53	47	0	13	80	7
Home / Informal Care	48	45	8	30	58	13	38	55	8	28	63	10	14	62	24	55	40	5	63	35	3	35	59	5
Non-public Nursery	89	11	0	61	37	3	68	27	5	36	61	3	37	60	3	68	29	3	92	8	0	67	33	0
Pre-Kindergarten	59	34	7	39	49	12	50	42	8	28	59	12	26	55	19	56	40	4	73	24	4	51	43	7
Special Education																								
Yes	35	51	14	21	61	18	37	53	11	19	59	22	19	51	30	41	49	11	53	37	11	37	51	11
No	62	31	7	41	49	10	50	43	7	31	59	10	27	55	18	57	38	5	75	23	2	50	44	6
Limited English Proficiency																								
Yes	11	78	11	11	67	22	11	67	22	0	78	22	0	56	44	11	89	0	33	67	0	11	78	11
No	60	32	7	40	50	11	50	43	7	30	59	11	27	55	18	56	38	6	74	23	3	50	44	6
Free and Reduced Price Meals																								
Yes	47	42	11	26	59	15	37	52	11	22	64	14	20	55	25	49	45	7	64	32	4	39	52	9
No	71	25	3	52	41	7	60	36	5	37	54	8	33	55	12	62	34	4	81	16	2	58	38	4

* = fewer than 5

May not total 100% due to rounding.

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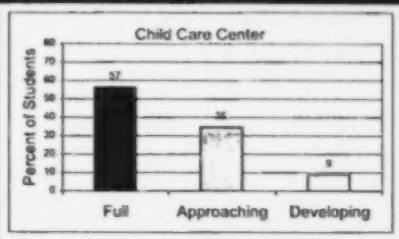
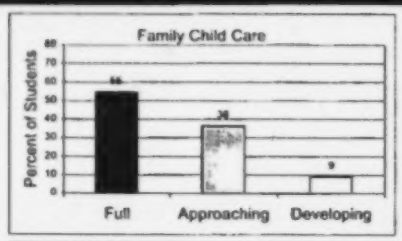
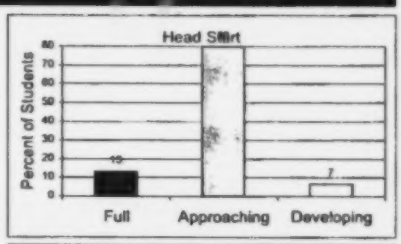
Caroline County 2002-2003

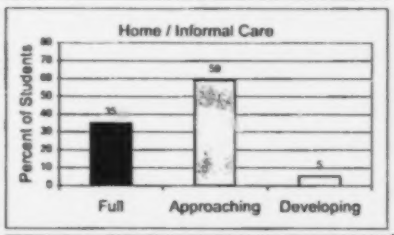
Disaggregated by Prior Care Composite Score

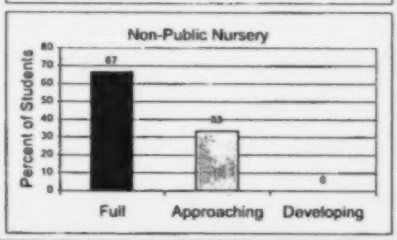
Entering Kindergarten

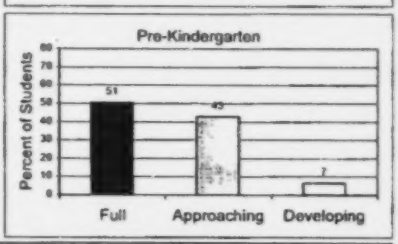












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

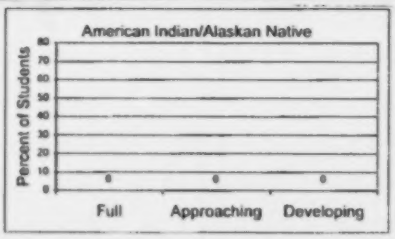
Home/Informal Care
Care by parent(s) or a relative.

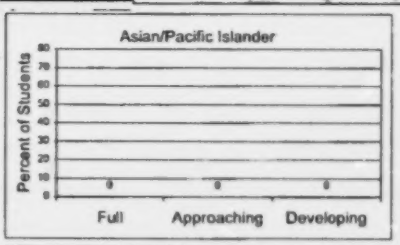
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

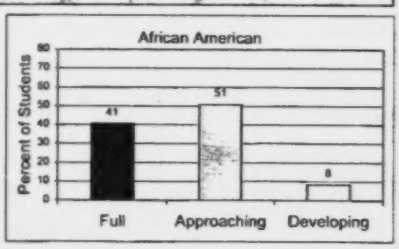
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

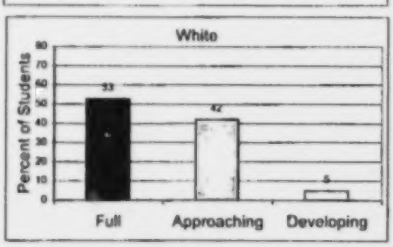
Disaggregated by Race / Ethnicity Composite Score**

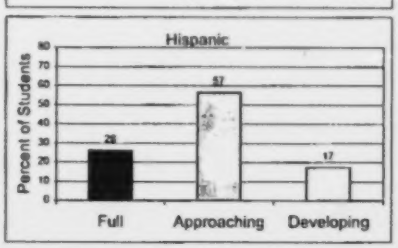
Entering Kindergarten











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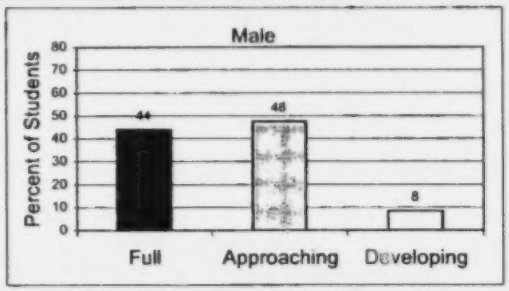
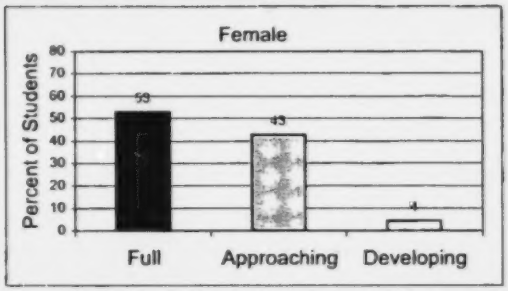
Caroline County 2002-2003

Disaggregated by Gender Composite Score

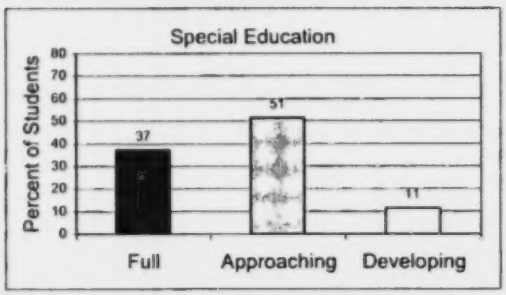
Entering Kindergarten

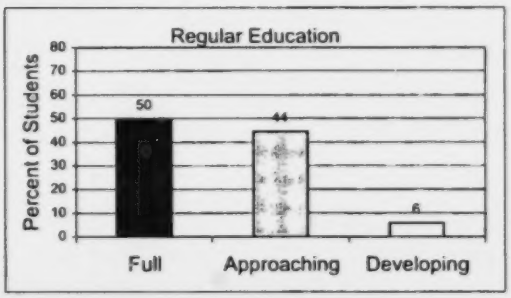




Disaggregated by Special Education Composite Score

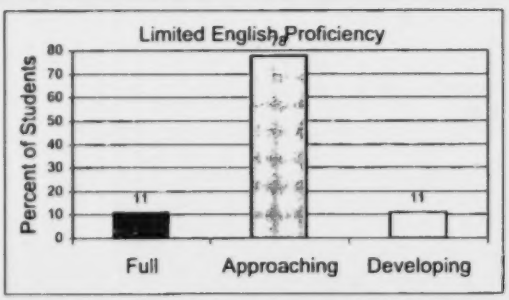
Entering Kindergarten

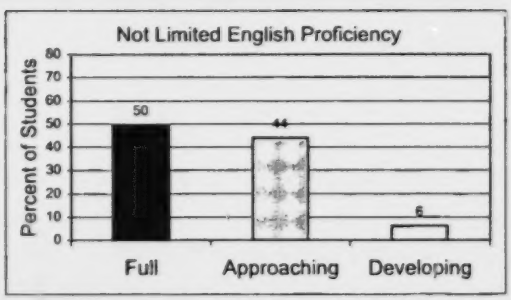




Disaggregated by Limited English Proficiency Composite Score

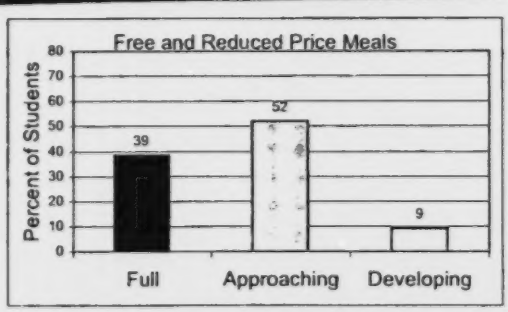
Entering Kindergarten

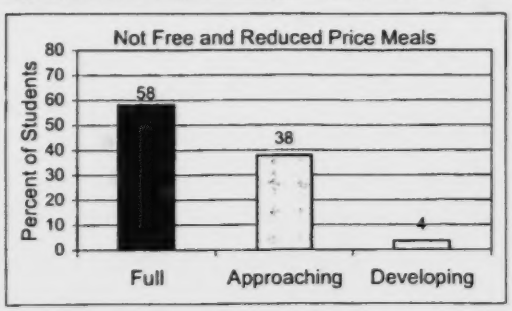




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Caroline County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	4	1	0	2	2	1	3	2	0	0	3	2	*	*	*	4	1	0	4	1	0	*	*	*
African American	35	22	7	20	37	6	24	34	5	15	40	8	15	36	11	38	24	3	49	14	2	24	30	5
White	165	84	16	116	122	27	139	105	16	87	149	24	74	138	42	149	101	17	197	62	8	128	102	12
Hispanic	7	13	3	2	16	5	6	12	5	2	15	6	2	12	9	8	15	0	12	10	1	6	13	4
Gender																								
Male	92	68	19	63	90	26	83	78	15	47	106	23	42	98	34	91	74	17	123	51	7	73	79	14
Female	121	52	7	77	89	13	89	76	12	57	103	17	49	91	31	109	68	3	141	36	4	87	70	7
Prior Care																								
Child Care Center	15	7	2	14	8	3	15	7	3	14	8	2	10	10	4	16	7	2	18	6	1	13	8	2
Family Child Care	8	4	1	6	5	1	6	4	2	6	4	2	6	2	4	9	3	1	8	5	0	6	4	1
Head Start	6	7	2	2	12	1	2	13	0	2	9	4	3	7	5	2	11	2	8	7	0	2	12	1
Home / Informal Care	19	18	3	12	23	5	15	22	3	11	25	4	5	23	9	22	16	2	25	14	1	13	22	2
Non-Public Nursery	34	4	0	23	14	1	25	10	2	13	22	1	13	21	1	26	11	1	35	3	0	22	11	0
Pre-Kindergarten	116	68	14	78	97	23	96	82	15	55	116	24	49	106	36	112	80	9	146	47	7	92	78	12
Special Education																								
Yes	13	19	5	8	23	7	14	20	4	7	22	8	7	19	11	15	18	4	20	14	4	13	18	4
No	200	101	21	132	156	32	158	134	23	97	187	32	84	170	54	185	124	16	244	73	7	147	131	17
Limited English Proficiency																								
Yes	1	7	1	1	6	2	1	6	2	0	7	2	0	5	4	1	8	0	3	6	0	1	7	1
No	212	114	25	139	174	37	172	148	25	104	203	38	91	185	61	200	134	20	262	81	11	160	142	20
Free and Reduced Price Meals																								
Yes	83	75	20	46	105	26	64	89	16	38	113	25	34	95	44	87	80	12	116	57	7	63	85	15
No	130	46	6	94	75	13	109	65	9	66	97	15	57	95	21	114	62	8	149	30	4	98	64	6
* = fewer than 5																								

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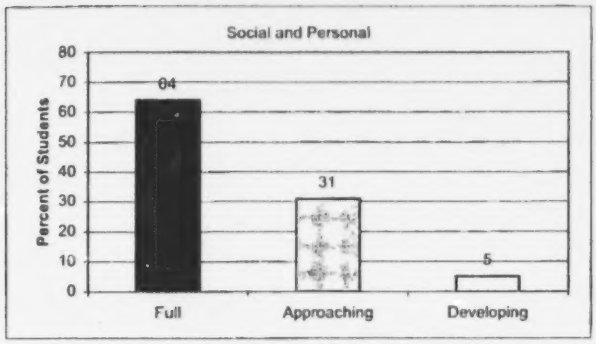
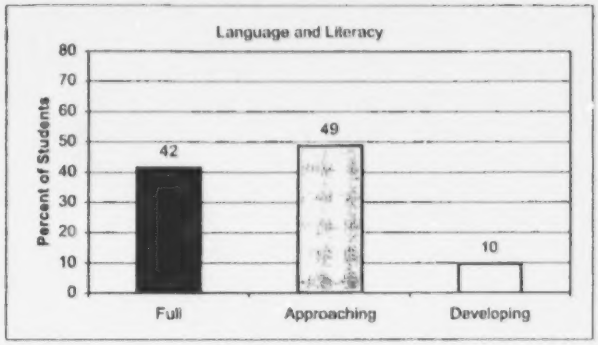
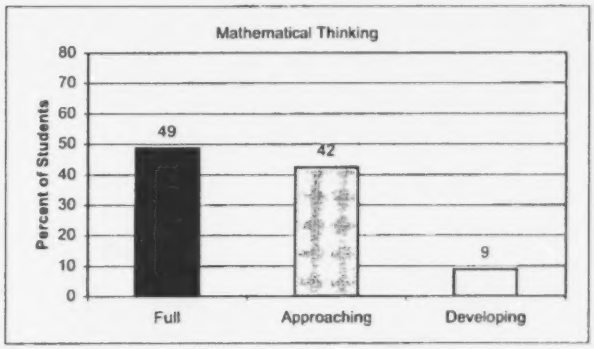
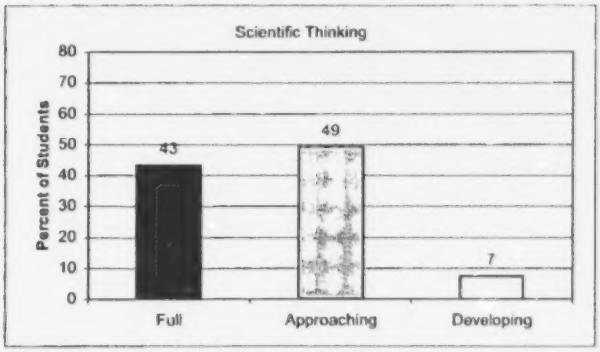
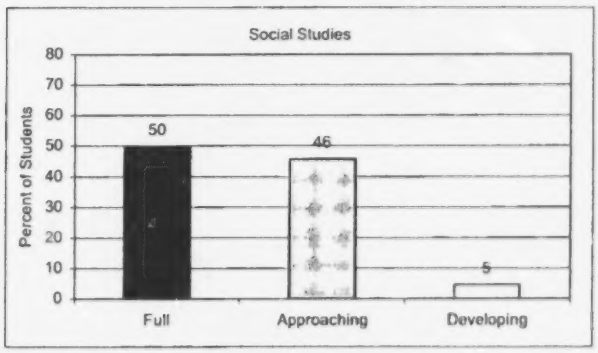
Carroll County - Percentage of Kindergarten Students

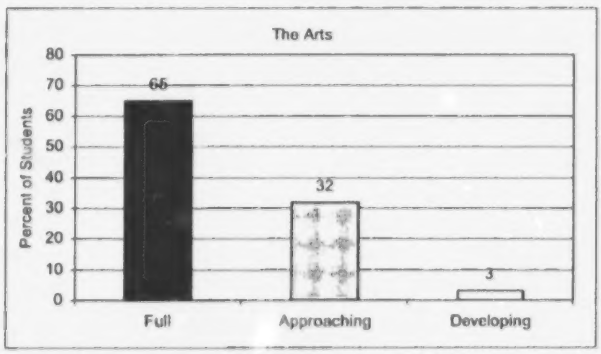


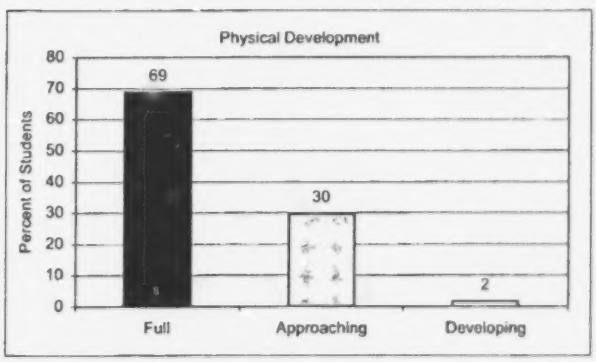


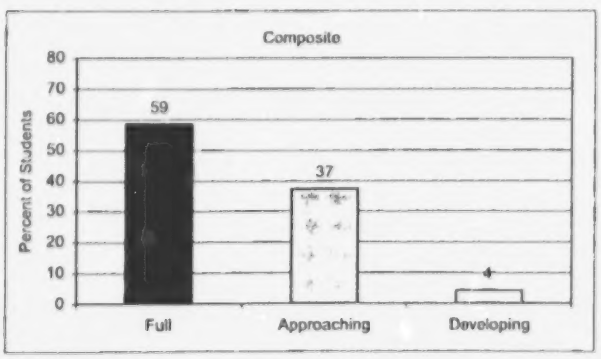












Carroll County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	33	50	17	25	58	17	25	58	17	33	50	17	36	36	27	50	50	0	33	67	0	27	64	9
Asian/Pacific Islander	63	37	0	32	63	5	50	45	5	50	40	10	47	47	5	60	35	5	55	45	0	56	39	6
African American	46	41	13	16	54	30	20	51	29	20	55	25	31	50	19	45	52	4	47	51	2	31	53	16
White	65	30	5	43	48	9	50	42	8	44	49	7	51	45	4	66	31	3	70	28	2	60	36	4
Hispanic	55	41	5	23	68	9	27	55	18	36	55	9	41	50	9	55	45	0	59	41	0	41	55	5
Gender																								
Male	58	35	7	36	51	13	45	44	11	40	52	9	46	49	5	58	38	5	63	35	2	52	42	6
Female	71	26	3	48	46	5	53	41	6	48	47	6	55	42	4	74	25	1	76	23	1	66	31	2
Prior Care																								
Child Care Center	58	36	6	41	49	9	50	41	10	46	49	5	51	46	3	67	31	3	68	30	3	60	37	4
Family Child Care	66	27	7	32	49	20	41	36	23	26	58	16	45	40	14	63	30	7	68	27	5	55	33	13
Head Start	43	42	15	18	56	26	29	48	23	20	47	33	23	55	22	44	51	5	52	45	3	29	51	19
Home / Informal Care	62	32	6	31	55	14	39	47	14	39	51	11	45	48	7	61	36	2	66	32	2	53	41	6
Non-public Nursery	75	23	2	54	42	4	65	30	5	58	39	3	62	36	2	74	24	2	78	21	1	73	25	2
Pre-Kindergarten	64	31	4	42	49	8	44	50	5	38	56	6	47	51	2	63	34	4	67	33	1	55	43	2
Special Education																								
Yes	63	30	7	26	53	21	37	46	17	33	54	13	38	54	8	51	44	6	60	38	2	41	50	8
No	64	31	5	43	48	9	50	42	8	44	49	7	51	45	4	66	31	3	70	29	2	60	36	4
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	64	31	5	42	49	10	49	42	9	43	49	7	50	46	5	65	32	3	69	30	2	59	37	4
Free and Reduced Price Meals																								
Yes	48	39	13	25	53	22	35	50	15	33	42	25	42	39	19	49	40	10	54	45	1	38	43	19
No	65	31	5	42	49	9	49	42	9	44	50	7	50	46	4	66	31	3	69	29	2	59	37	3

* = fewer than 5

May not total 100% due to rounding

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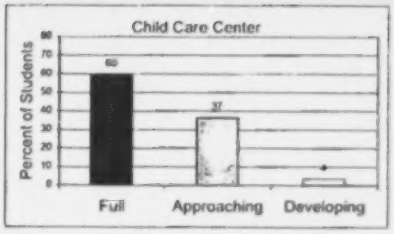
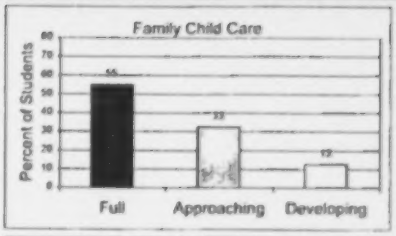
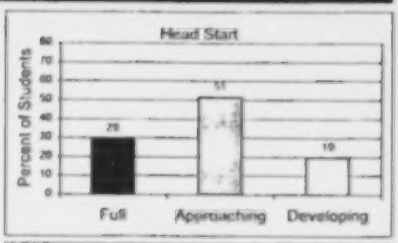
Carroll County 2002-2003

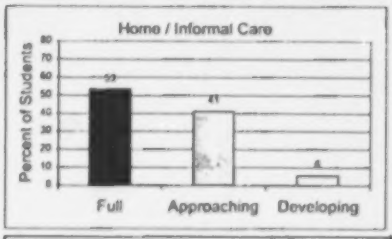
Disaggregated by Prior Care Composite Score

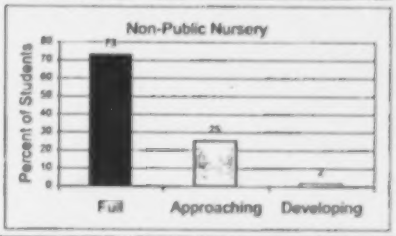
Entering Kindergarten

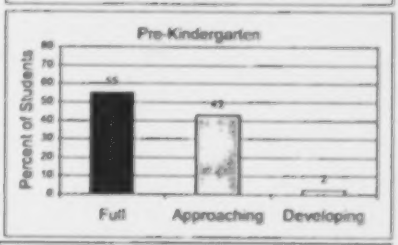












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

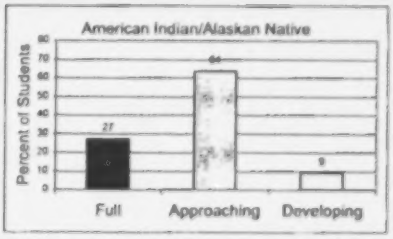
Home/Informal Care
Care by parent(s) or a relative.

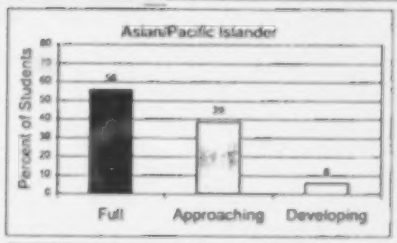
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

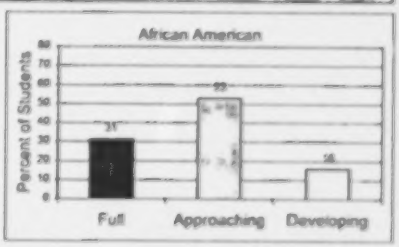
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

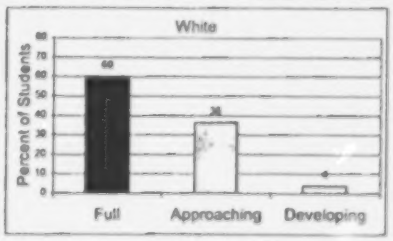
Disaggregated by Race / Ethnicity Composite Score

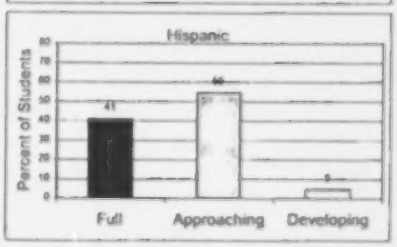
Entering Kindergarten











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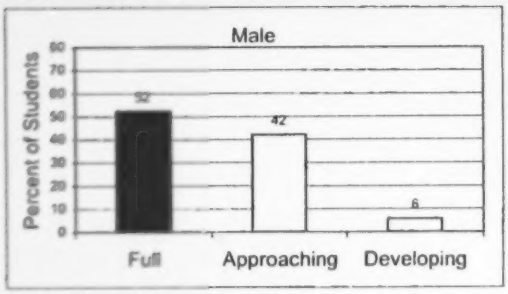
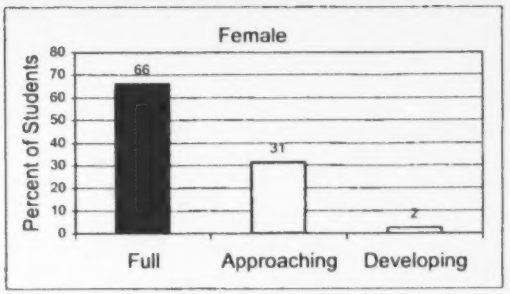
Carroll County 2002-2003

Disaggregated by Gender Composite Score

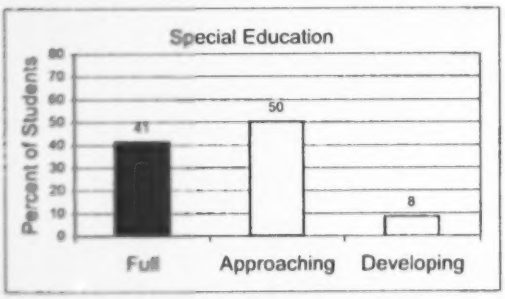
Entering Kindergarten

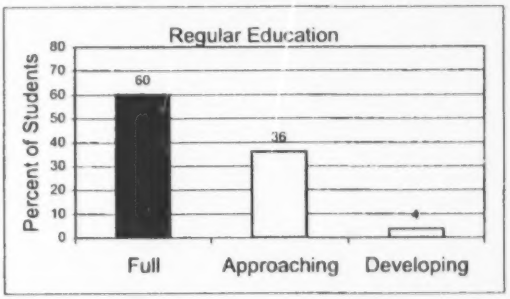




Disaggregated by Special Education Composite Score

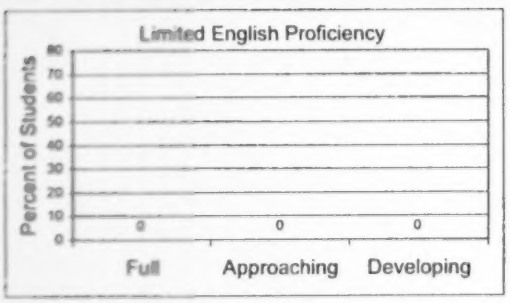
Entering Kindergarten

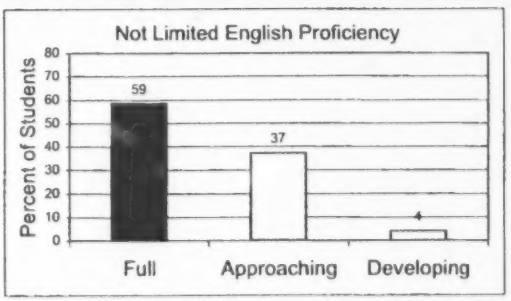




Disaggregated by Limited English Proficiency Composite Score

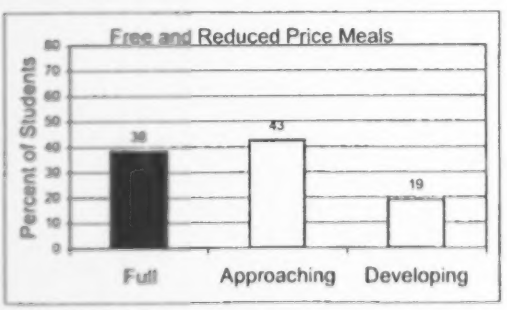
Entering Kindergarten

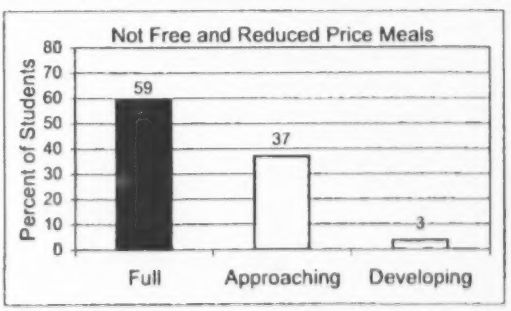




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





Carroll County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	6	2	3	7	2	3	7	2	4	6	2	4	4	3	6	6	0	4	8	0	3	7	1
Asian/Pacific Islander	12	7	0	6	12	1	10	9	1	10	8	2	9	9	1	12	7	1	11	9	0	10	7	1
African American	26	23	7	9	30	17	11	28	16	11	30	14	17	27	10	25	29	2	26	28	1	16	27	8
White	1,048	487	77	680	760	140	817	683	129	713	791	107	812	728	61	1,067	496	50	1,139	459	26	896	541	55
Hispanic	12	9	1	5	15	2	6	12	4	8	12	2	9	11	2	12	10	0	13	9	0	9	12	1
Gender																								
Male	536	326	65	325	463	119	423	413	100	369	480	82	419	452	49	533	350	43	586	326	22	450	364	48
Female	566	206	22	378	361	43	424	326	52	377	367	45	432	327	28	589	198	10	607	187	5	484	230	18
Prior Care																								
Child Care Center	205	129	21	145	172	33	179	146	35	162	175	19	178	160	12	240	110	9	243	106	9	196	120	12
Family Child Care	29	12	3	13	20	8	18	16	10	11	25	7	19	17	6	27	13	3	30	12	2	22	13	5
Head Start	34	33	12	14	43	20	23	38	18	15	36	25	18	43	17	35	40	4	40	35	2	21	37	14
Home / Informal Care	181	93	16	89	156	39	113	135	42	113	147	31	129	136	20	177	104	7	192	92	7	144	111	15
Non-Public Nursery	309	94	9	220	169	17	273	128	19	238	161	12	257	148	8	311	99	8	328	87	4	282	98	7
Pre-Kindergarten	341	167	23	220	257	44	238	270	27	205	298	30	247	270	13	329	177	20	356	175	3	268	209	11
Special Education																								
Yes	90	42	10	36	73	29	53	66	25	47	77	18	54	77	11	73	63	8	84	54	3	54	66	11
No	1,011	489	77	666	750	133	793	672	127	697	770	109	795	702	66	1,047	485	45	1,107	459	24	878	528	55
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	1102	533	87	703	824	163	847	739	153	746	848	127	851	780	77	1122	549	53	1193	514	27	934	595	66
Free and Reduced Price Meals																								
Yes	37	30	10	19	40	17	26	37	11	25	32	19	31	29	14	38	31	8	40	33	1	26	29	13
No	1,065	503	77	684	784	146	821	702	142	721	816	108	820	751	63	1,084	518	45	1,153	481	26	908	566	53
* = fewer than 5																								

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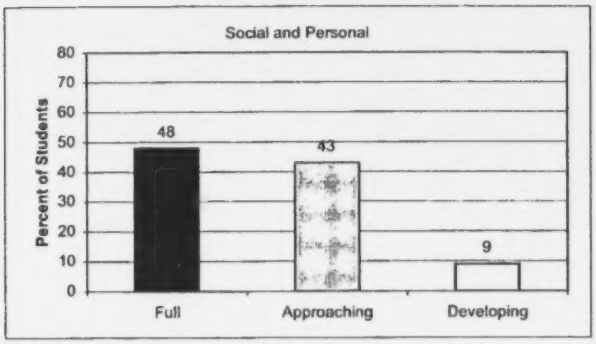
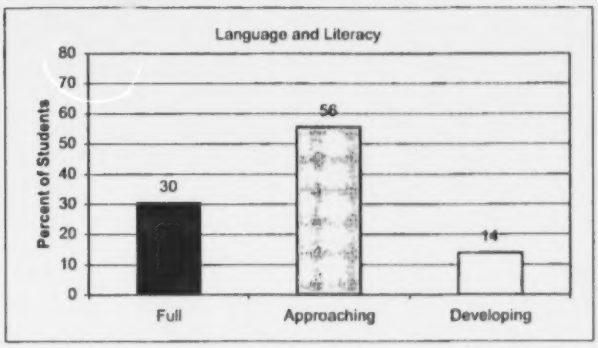
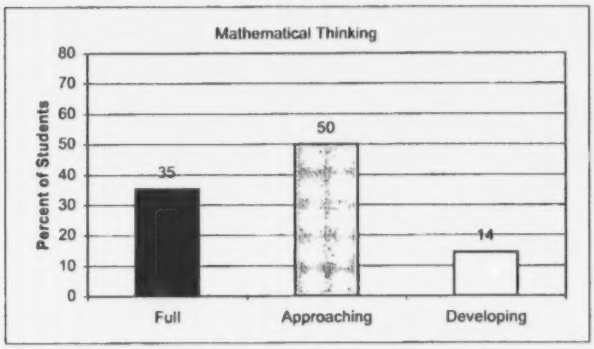
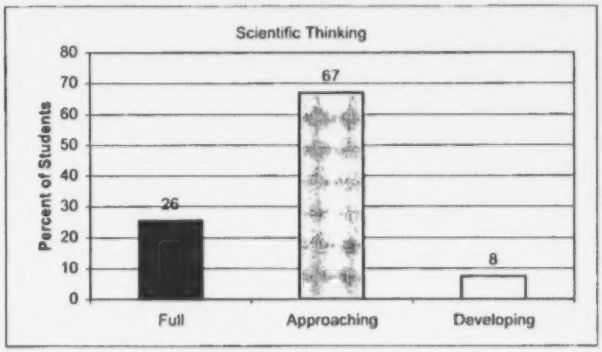
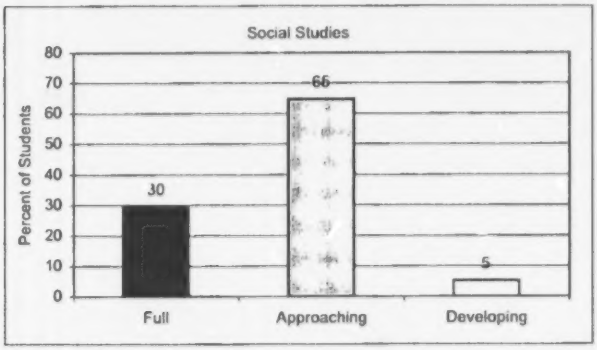
Cecil County - Percentage of Kindergarten Students

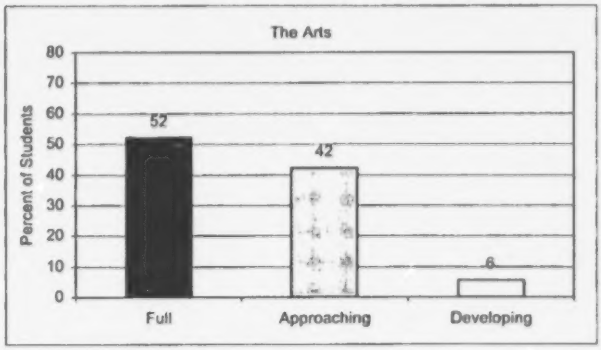


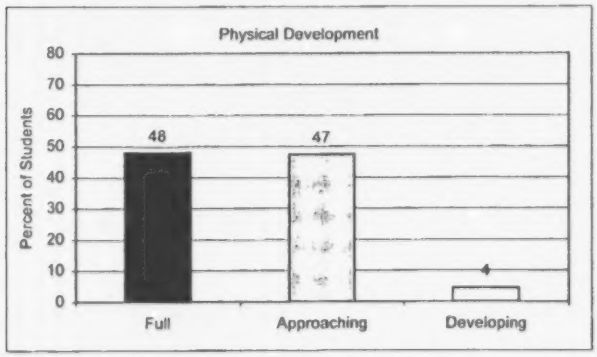


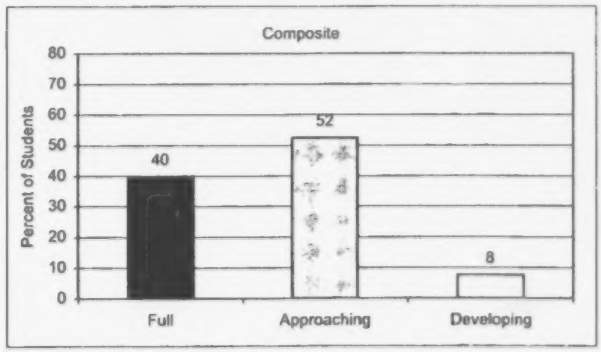












Cecil County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	55	36	9	67	33	0	55	45	0	55	45	0	45	55	0	64	36	0	64	36	0	44	56	0
African American	48	37	15	32	50	18	36	44	20	28	63	9	19	76	5	58	39	3	54	40	6	43	47	10
White	48	44	9	30	57	13	35	51	14	25	68	7	31	64	5	51	43	6	47	49	4	39	53	7
Hispanic	56	32	12	36	40	24	36	36	28	36	56	8	28	64	8	58	29	13	60	40	0	46	42	13
Gender																								
Male	42	46	12	27	59	15	32	53	15	22	70	8	27	68	5	42	50	7	41	52	7	34	57	8
Female	54	40	6	34	52	13	38	47	14	29	64	7	33	62	5	62	34	4	56	42	2	46	47	7
Prior Care																								
Child Care Center	45	46	8	29	57	14	35	52	13	21	75	4	23	72	5	44	49	7	46	51	4	33	60	6
Family Child Care	47	47	7	29	50	21	27	60	13	21	57	21	14	71	14	50	50	0	40	53	7	33	58	8
Head Start	48	31	21	37	40	23	42	33	26	38	50	12	37	56	7	60	38	2	42	53	5	44	44	13
Home / Informal Care	42	44	14	19	62	20	22	55	23	13	75	11	19	74	7	44	47	9	36	57	7	29	59	13
Non-public Nursery	54	40	6	34	59	7	31	58	11	31	64	5	34	62	4	54	42	4	52	45	3	47	49	3
Pre-Kindergarten	50	43	6	36	54	10	44	47	9	30	64	6	36	61	4	59	37	4	55	42	3	46	50	4
Special Education																								
Yes	42	50	7	17	65	18	29	51	20	18	68	14	27	60	13	55	37	7	44	48	8	33	55	12
No	49	42	9	32	54	13	36	50	14	26	67	7	30	66	4	52	43	5	49	47	4	41	52	7
Limited English Proficiency																								
Yes	20	50	30	0	70	30	0	70	30	10	80	10	0	90	10	40	50	10	30	70	0	0	90	10
No	48	43	9	31	55	14	36	50	14	26	67	7	30	65	5	52	42	6	48	47	4	40	52	8
Free and Reduced Price Meals																								
Yes	35	51	13	16	56	28	26	52	22	16	71	13	20	70	10	44	47	9	38	55	7	24	61	15
No	49	42	9	32	56	13	36	50	14	26	67	7	31	64	5	53	42	5	49	47	4	41	52	7
* = fewer than 5	May not total 100% due to rounding.																							

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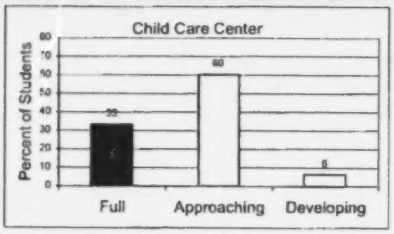
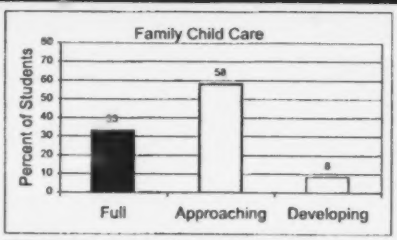
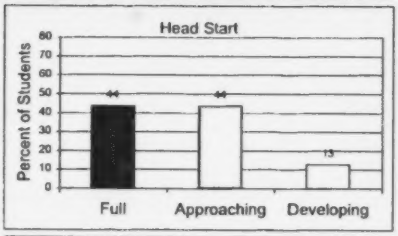
Cecil County 2002-2003

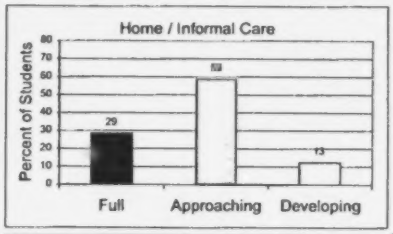
Disaggregated by Prior Care Composite Score

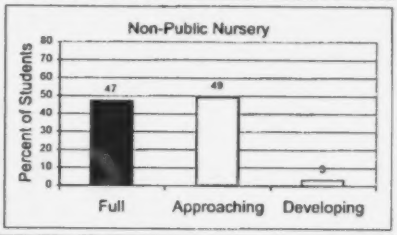
Entering Kindergarten

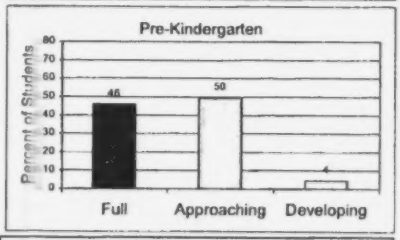












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

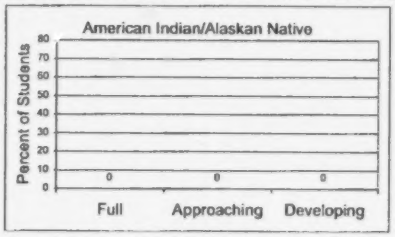
Home/Informal Care
Care by parent(s) or a relative.

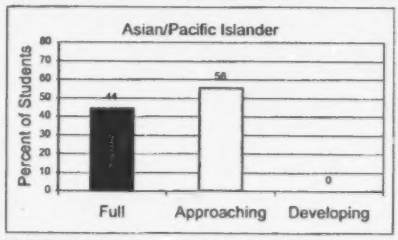
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

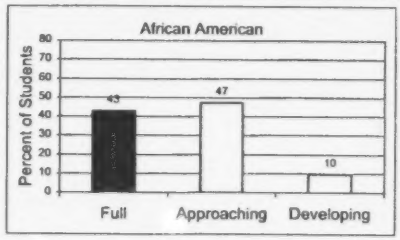
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

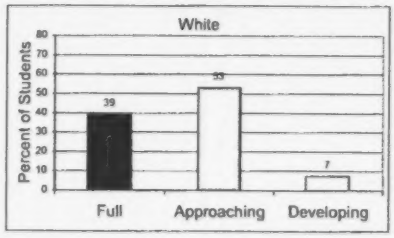
Disaggregated by Race / Ethnicity Composite Score

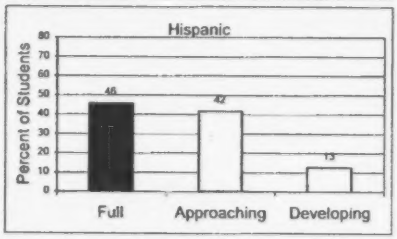
Entering Kindergarten











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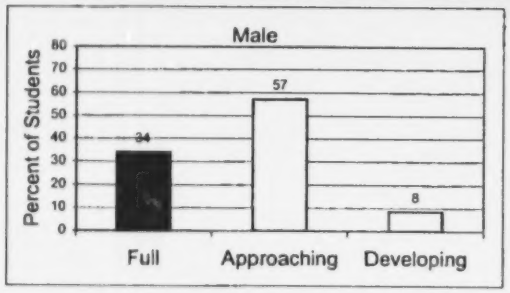
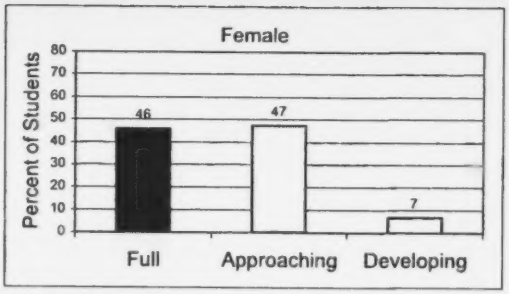
Cecil County 2002-2003

Disaggregated by Gender Composite Score

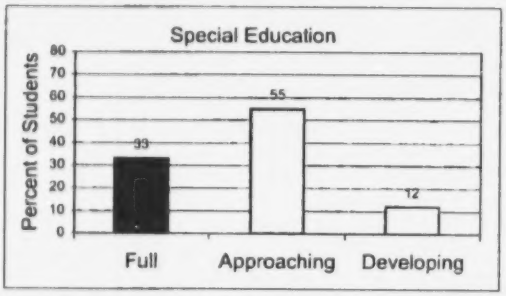
Entering Kindergarten

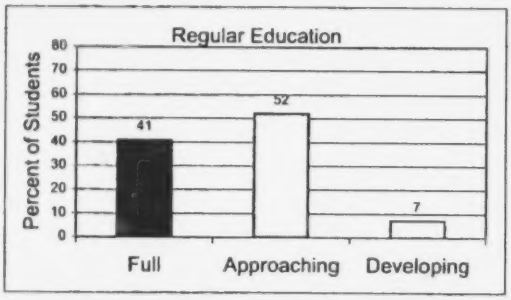




Disaggregated by Special Education Composite Score

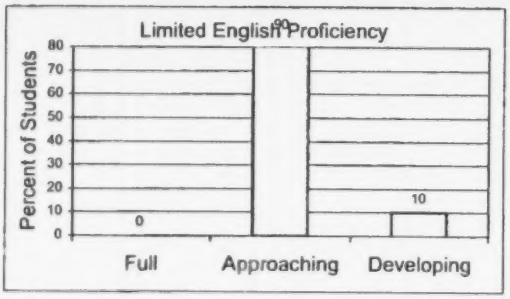
Entering Kindergarten

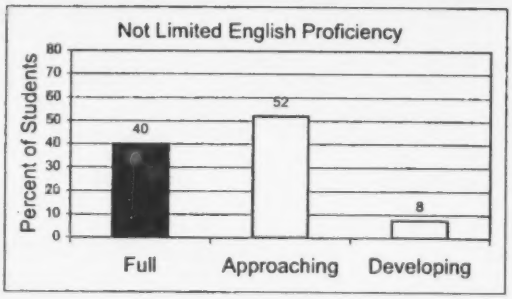




Disaggregated by Limited English Proficiency Composite Score

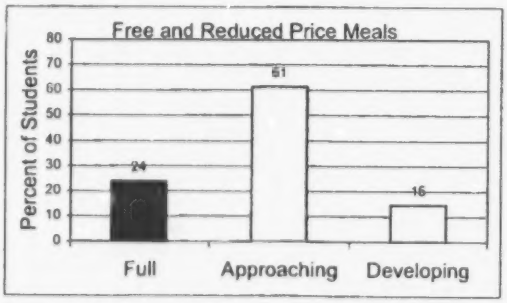
Entering Kindergarten

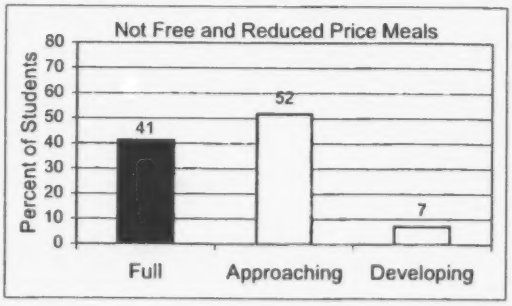




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





Cecil County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	6	4	1	6	3	0	6	5	0	6	5	0	5	6	0	7	4	0	7	4	0	4	5	0
Asian/Pacific Islander	38	29	12	25	39	14	29	35	16	22	50	7	15	59	4	45	30	2	43	32	5	31	34	7
African American	410	378	74	253	485	115	305	446	120	210	581	64	262	547	45	436	366	50	408	422	39	313	424	59
White	14	8	3	9	10	6	9	9	7	9	14	2	7	16	2	14	7	3	15	10	0	11	10	3
Hispanic																								
Gender	210	230	62	132	292	73	165	268	75	112	350	39	133	336	25	210	250	36	208	266	34	158	265	39
Male	259	190	28	162	246	62	185	228	68	136	301	34	156	294	26	293	158	19	266	203	10	202	209	30
Female																								
Prior Care	38	39	7	24	47	12	30	44	11	18	63	3	19	60	4	37	41	6	39	43	3	26	47	5
Child Care Center	7	7	1	4	7	3	4	9	2	3	8	3	2	10	2	7	7	0	6	8	1	4	7	1
Family Child Care	20	13	9	16	17	10	18	14	11	16	21	5	15	23	3	25	16	1	18	23	2	17	17	5
Head Start	89	94	29	40	131	42	47	118	49	28	158	24	41	158	14	91	98	18	77	122	14	57	117	25
Home / Informal Care	55	40	6	33	58	7	31	59	11	31	64	5	34	62	4	53	41	4	52	45	3	44	46	3
Non-Public Nursery	230	198	28	161	244	44	204	215	43	138	291	25	160	273	16	267	165	20	256	192	14	191	207	18
Pre-Kindergarten																								
Special Education	46	55	8	19	71	20	33	57	22	20	75	15	30	66	14	61	41	8	49	53	9	33	55	12
Yes	423	365	82	275	467	115	317	439	121	228	576	58	259	564	37	442	367	47	425	416	35	327	419	57
No																								
Limited English Proficiency	2	5	3	0	7	3	0	7	3	1	8	1	0	9	1	4	5	1	3	7	0	0	9	1
Yes	467	416	87	295	531	132	351	489	140	247	643	72	289	621	50	500	403	54	472	462	44	360	465	68
No																								
Free and Reduced Price Meals	29	42	11	13	45	22	21	43	18	13	58	11	16	57	8	34	37	7	31	45	6	18	46	11
Yes	440	379	79	282	493	113	330	453	125	235	593	62	273	573	43	470	371	48	444	424	38	342	428	58
No																								

* = fewer than 5

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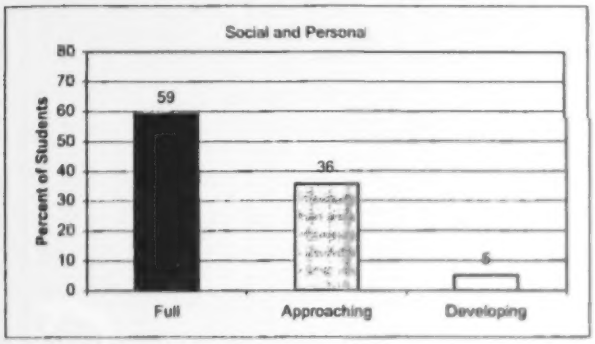
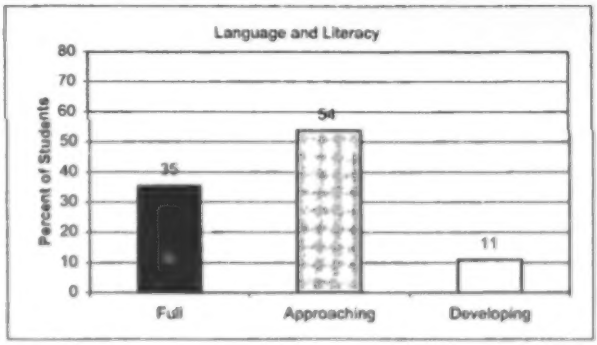
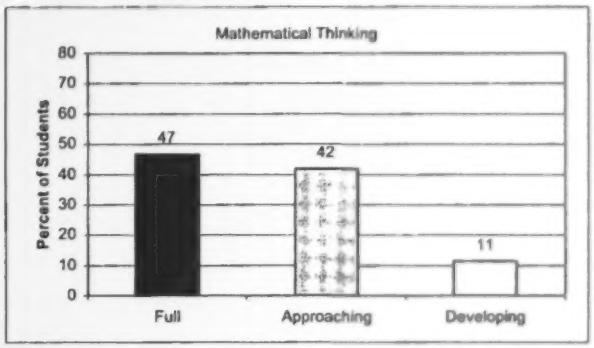
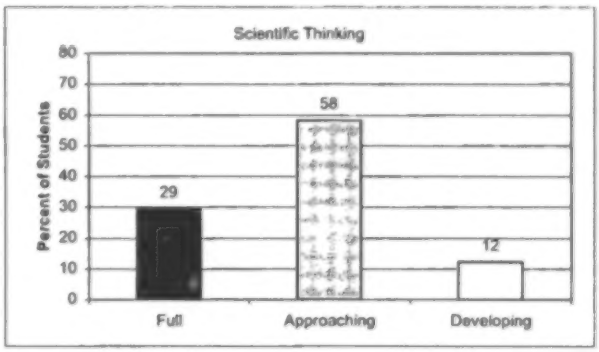
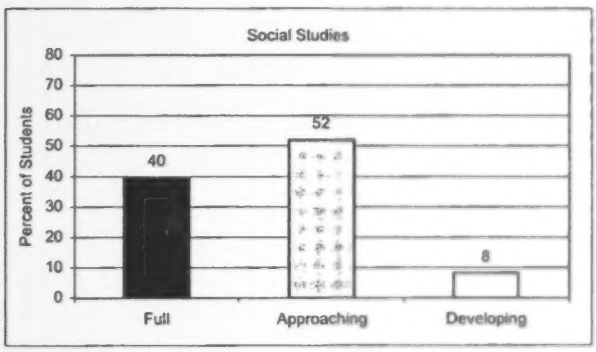
Charles County - Percentage of Kindergarten Students

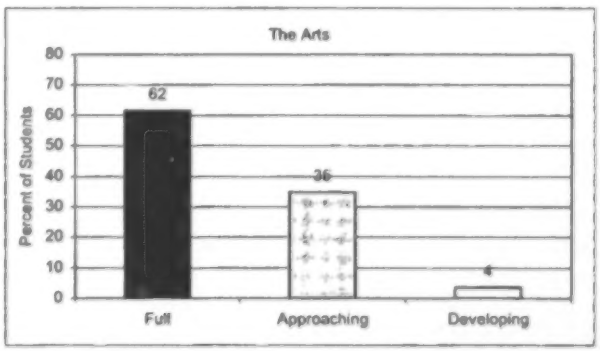


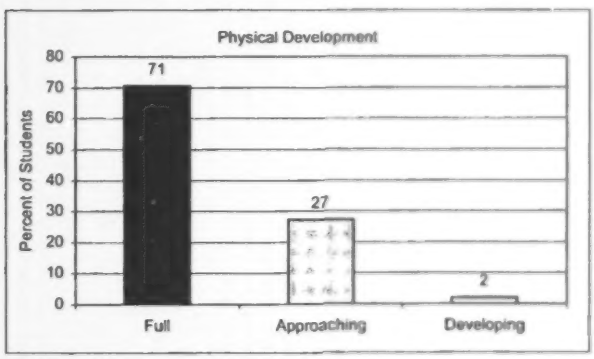


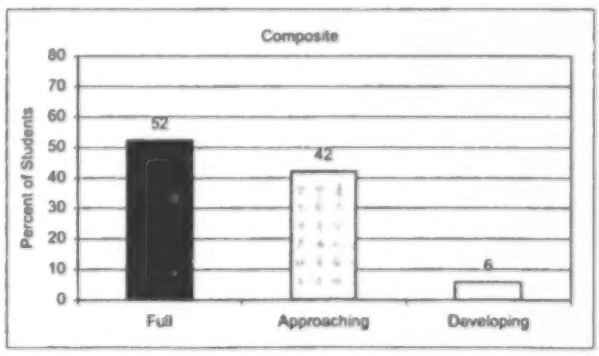












Charles County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	64	36	0	29	64	7	50	36	14	50	50	0	43	57	0	77	23	0	86	14	0	62	38	0
Asian/Pacific Islander	70	30	0	41	54	5	68	24	7	46	46	7	53	40	8	77	21	3	83	18	0	65	32	3
African American	49	43	8	27	58	15	37	48	15	22	62	16	32	58	9	56	40	4	64	34	2	42	51	7
White	65	31	4	41	50	9	52	39	10	33	57	10	44	48	7	64	32	4	74	23	2	58	37	5
Hispanic	63	32	5	27	62	11	48	45	8	28	56	15	36	51	13	65	30	5	76	24	0	52	39	9
Gender																								
Male	52	41	7	30	57	13	42	44	14	27	58	15	36	54	10	53	42	5	66	31	3	45	47	7
Female	68	29	3	41	50	9	52	40	9	32	58	9	44	50	6	71	27	2	76	23	1	60	36	4
Prior Care																								
Child Care Center	49	44	7	34	62	4	50	44	6	32	59	9	37	56	8	63	35	3	73	26	1	46	50	5
Family Child Care	55	38	8	26	50	24	44	41	15	32	51	17	38	48	15	60	38	3	61	32	7	34	51	14
Head Start	55	35	9	18	59	23	34	53	13	26	54	20	40	52	8	58	40	2	63	33	3	41	49	10
Home / Informal Care	59	37	4	30	51	19	36	46	18	32	50	17	39	49	11	62	32	6	71	27	3	51	40	8
Non-public Nursery	79	19	2	51	43	7	69	26	5	48	49	4	57	42	1	76	21	3	89	10	1	75	23	1
Pre-Kindergarten	62	33	5	40	53	8	50	39	10	28	61	10	41	52	7	63	34	4	72	26	2	55	41	4
Special Education																								
Yes	34	53	13	12	57	31	22	47	31	17	50	33	24	50	26	40	46	13	44	48	8	24	57	20
No	61	34	5	37	53	9	48	42	10	30	59	11	41	52	7	63	34	3	73	26	2	54	41	5
Limited English Proficiency																								
Yes	47	42	11	30	40	30	40	35	25	30	35	35	20	50	30	58	26	16	60	35	5	50	28	22
No	59	36	5	35	54	11	47	42	11	29	59	12	40	52	8	62	35	3	71	27	2	52	42	5
Free and Reduced Price Meals																								
Yes	48	44	8	26	60	14	33	50	17	20	60	20	24	63	13	52	45	3	63	34	2	41	50	9
No	60	35	5	36	53	11	48	41	11	30	58	11	41	51	8	63	34	4	71	27	2	53	41	5
* = fewer than 5	May not total 100% due to rounding.																							

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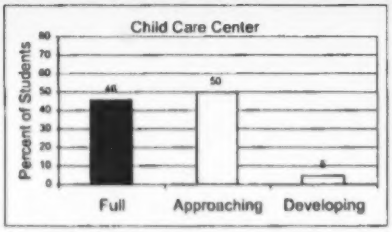
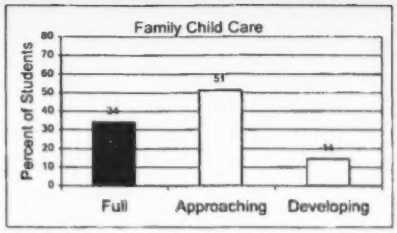
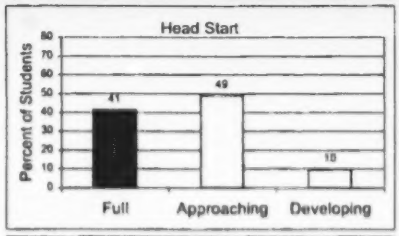
Charles County 2002-2003

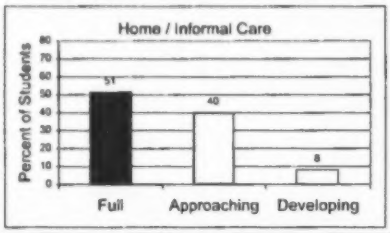
Disaggregated by Prior Care Composite Score

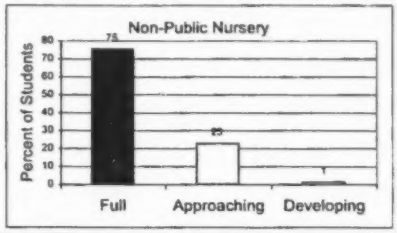
Entering Kindergarten

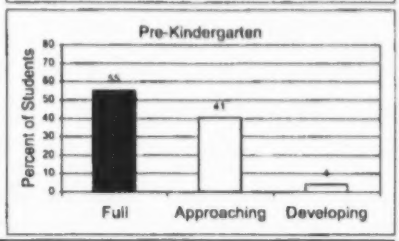












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

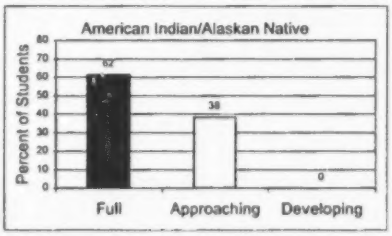
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

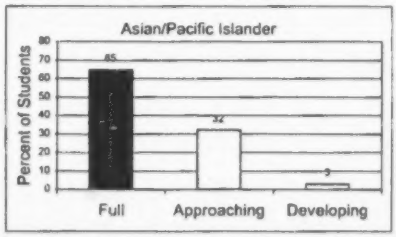
Pre-kindergarten

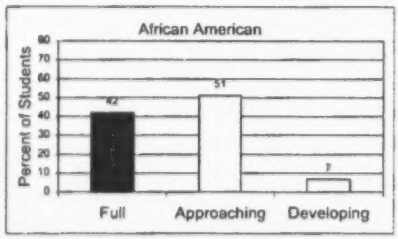
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

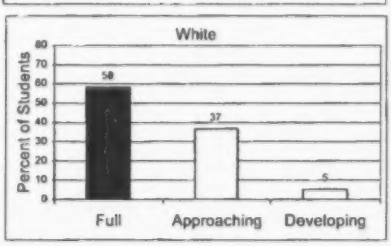
Disaggregated by Race / Ethnicity Composite Score

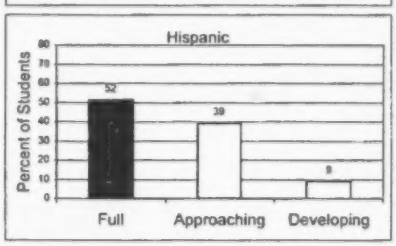
Entering Kindergarten











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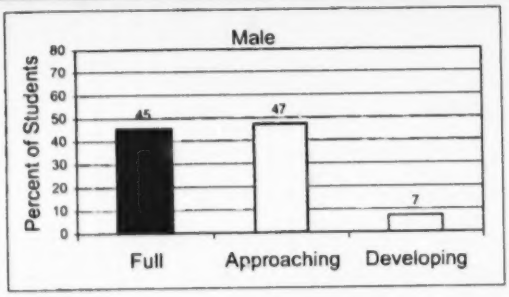
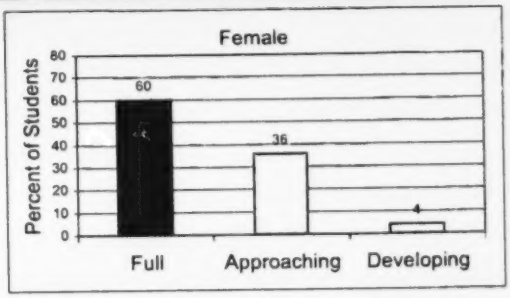
Charles County 2002-2003

Disaggregated by Gender Composite Score

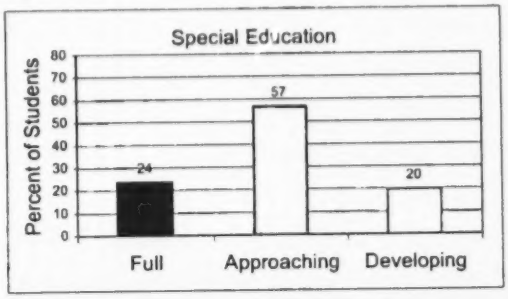
Entering Kindergarten

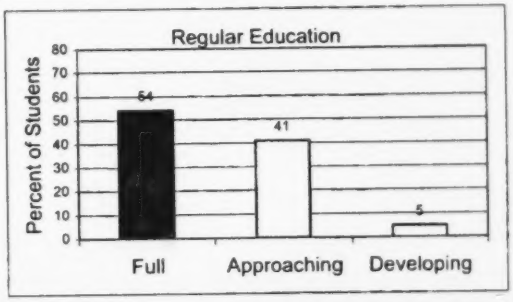




Disaggregated by Special Education Composite Score

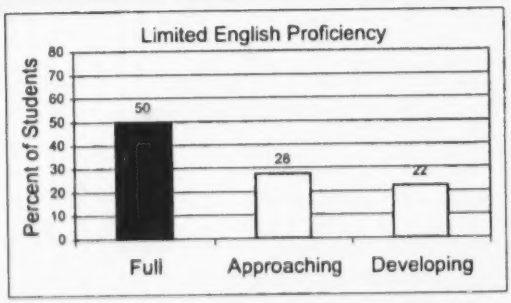
Entering Kindergarten

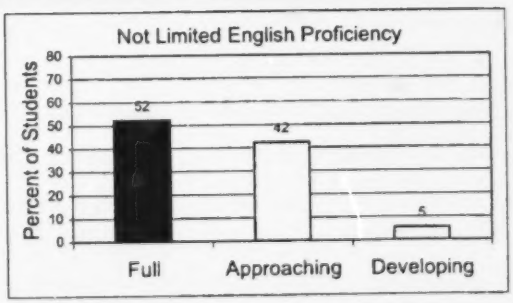




Disaggregated by Limited English Proficiency Composite Score

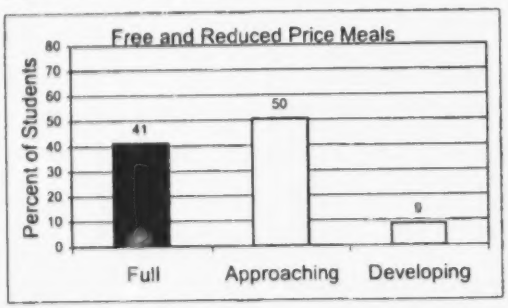
Entering Kindergarten

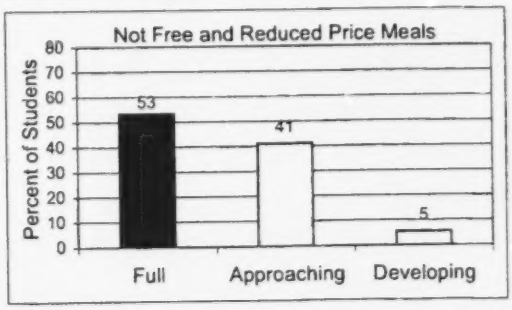




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Charles County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	5	0	4	9	1	7	5	2	7	7	0	6	8	0	10	3	0	12	2	0	8	5	0
Asian/Pacific Islander	28	12	0	15	20	2	28	10	3	19	19	3	21	16	3	30	8	1	33	7	0	22	11	1
African American	243	213	38	131	276	70	187	241	74	108	304	79	157	286	46	276	200	19	315	170	10	180	219	29
White	490	233	28	294	362	63	390	291	72	250	427	76	327	359	55	483	241	27	566	178	17	370	232	33
Hispanic	24	12	2	10	23	4	19	18	3	11	22	6	14	20	5	24	11	2	29	9	0	17	13	3
Gender																								
Male	371	295	52	206	391	87	310	319	101	195	417	106	260	385	74	383	298	37	482	224	19	280	292	44
Female	423	180	16	248	299	53	321	246	53	200	362	58	265	304	35	440	165	12	473	142	8	317	188	22
Prior Care																								
Child Care Center	71	63	10	45	83	6	72	64	8	44	82	13	52	79	11	89	49	4	105	37	1	57	62	6
Family Child Care	22	15	3	10	19	9	18	17	6	13	21	7	15	19	6	24	15	1	25	13	3	12	18	5
Head Start	36	23	6	11	36	14	22	34	8	17	35	13	24	31	5	36	25	1	40	21	2	21	25	5
Home / Informal Care	114	72	7	55	95	35	70	89	35	63	98	34	77	96	22	119	82	11	139	52	5	87	68	14
Non-Public Nursery	64	15	2	38	32	5	55	21	4	38	39	3	45	33	1	61	17	2	71	8	1	52	16	1
Pre-Kindergarten	449	242	33	277	369	54	370	290	75	206	449	76	296	369	51	462	246	26	529	193	12	344	252	26
Special Education																								
Yes	30	47	11	10	49	27	19	41	27	15	44	29	20	42	22	36	41	12	38	42	7	18	43	15
No	763	428	57	444	640	113	611	524	127	379	735	135	504	647	87	786	422	37	916	324	20	578	437	51
Limited English Proficiency																								
Yes	9	8	2	6	8	6	8	7	5	6	7	7	4	10	6	11	5	3	12	7	1	9	5	4
No	786	471	66	450	684	134	625	561	149	390	776	157	523	682	103	814	461	46	944	363	26	590	477	62
Free and Reduced Price Meals																								
Yes	59	55	10	31	71	17	40	62	21	24	74	25	29	75	15	63	55	4	77	42	3	43	53	9
No	736	424	58	425	621	123	593	506	133	372	709	139	498	617	94	762	411	45	879	328	24	556	429	57

* = fewer than 5

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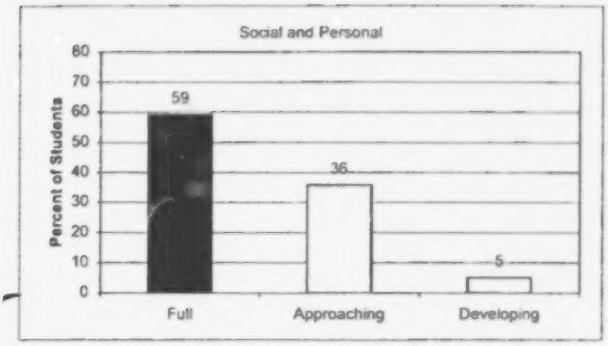
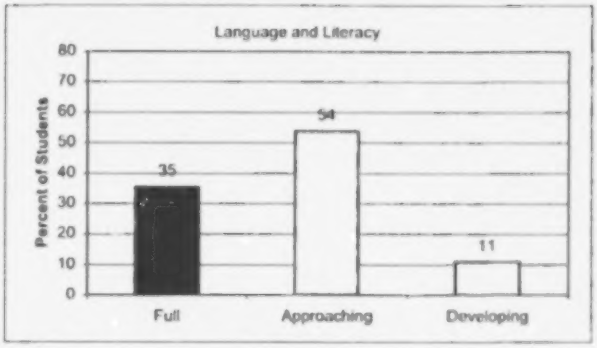
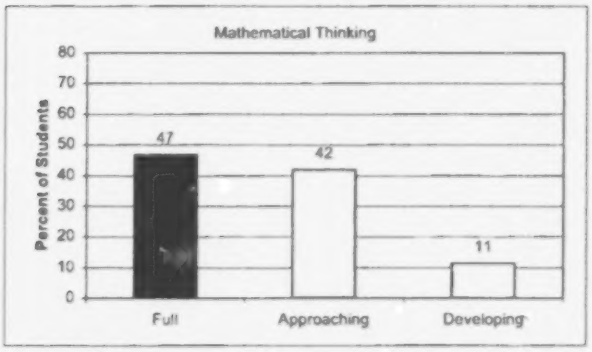
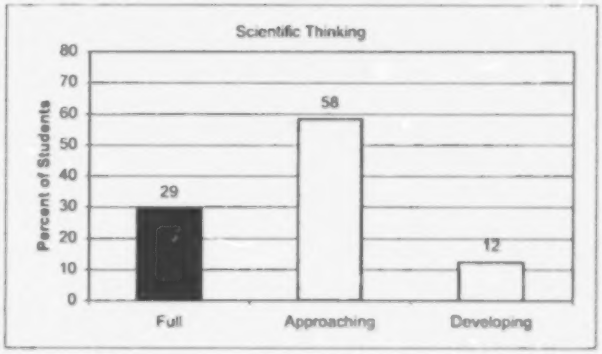
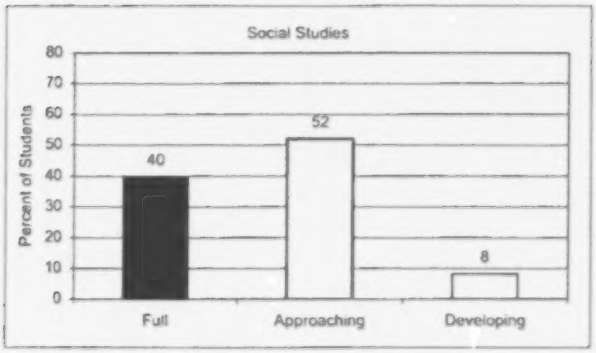
Charles County - Percentage of Kindergarten Students

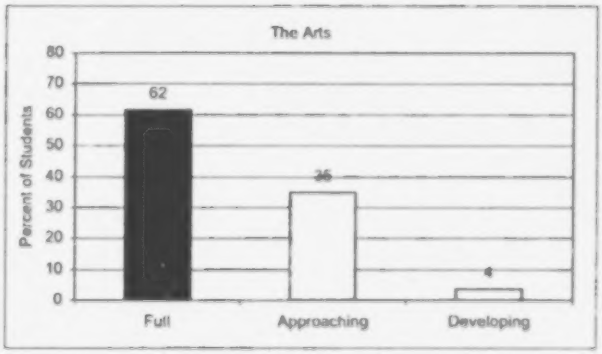


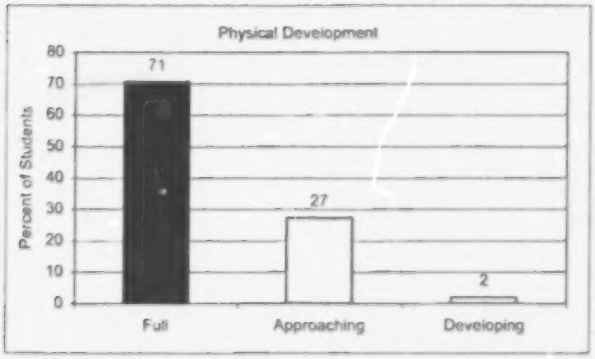


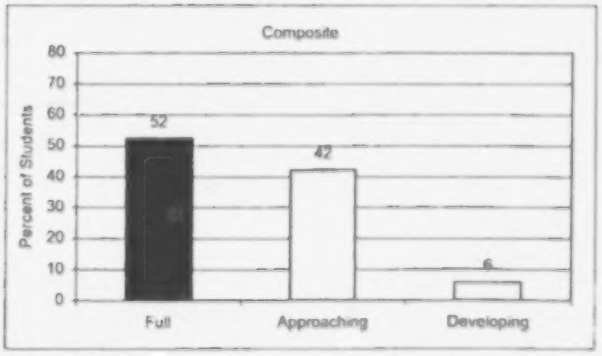












Charles County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	64	36	0	29	64	7	50	36	14	50	50	0	43	57	0	77	23	0	86	14	0	62	38	0
Asian/Pacific Islander	70	30	0	41	54	5	68	24	7	46	46	7	53	40	8	77	21	3	83	18	0	65	32	3
African American	49	43	8	27	58	15	37	48	15	22	62	16	32	58	9	56	40	4	64	34	2	42	51	7
White	65	31	4	41	50	9	52	39	10	33	57	10	44	48	7	64	32	4	74	23	2	58	37	5
Hispanic	63	32	5	27	62	11	48	45	8	28	56	15	36	51	13	65	30	5	76	24	0	52	39	9
Gender																								
Male	52	41	7	30	57	13	42	44	14	27	58	15	36	54	10	53	42	5	66	31	3	45	47	7
Female	68	29	3	41	50	9	52	40	9	32	58	9	44	50	6	71	27	2	76	23	1	60	36	4
Prior Care																								
Child Care Center	49	44	7	34	62	4	50	44	6	32	59	9	37	56	8	63	35	3	73	26	1	46	50	5
Family Child Care	55	38	8	26	50	24	44	41	15	32	51	17	38	48	15	60	38	3	61	32	7	34	51	14
Head Start	55	35	9	18	59	23	34	53	13	26	54	20	40	52	8	58	40	2	63	33	3	41	49	10
Home / Informal Care	59	37	4	30	51	19	36	46	18	32	50	17	39	49	11	62	32	6	71	27	3	51	40	8
Non-public Nursery	79	19	2	51	43	7	69	26	5	48	49	4	57	42	1	76	21	3	89	10	1	75	23	1
Pre-Kindergarten	62	33	5	40	53	8	50	39	10	28	61	10	41	52	7	63	34	4	72	26	2	55	41	4
Special Education																								
Yes	34	53	13	12	57	31	22	47	31	17	50	33	24	50	26	40	46	13	44	48	8	24	57	20
No	61	34	5	37	53	9	48	42	10	30	59	11	41	52	7	63	34	3	73	26	2	54	41	5
Limited English Proficiency																								
Yes	47	42	11	30	40	30	40	35	25	30	35	35	20	50	30	58	26	16	60	35	5	50	28	22
No	59	36	5	35	54	11	47	42	11	29	59	12	40	52	8	62	35	3	71	27	2	52	42	5
Free and Reduced Price Meals																								
Yes	48	44	8	26	60	14	33	50	17	20	60	20	24	63	13	52	45	3	63	34	2	41	50	9
No	60	35	5	36	53	11	48	41	11	30	58	11	41	51	8	63	34	4	71	27	2	53	41	5

* = fewer than 5 — May not total 100% due to rounding.

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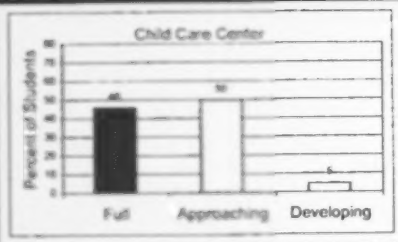
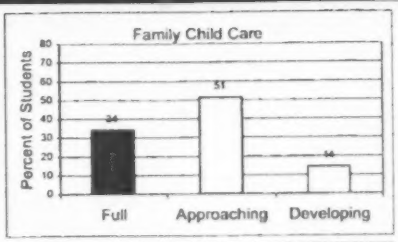
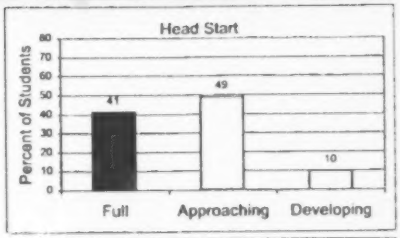
Charles County 2002-2003

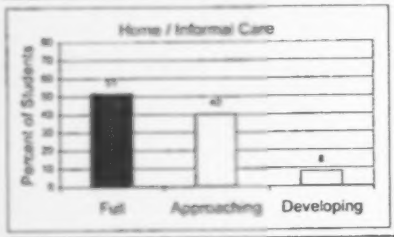
Disaggregated by Prior Care Composite Score

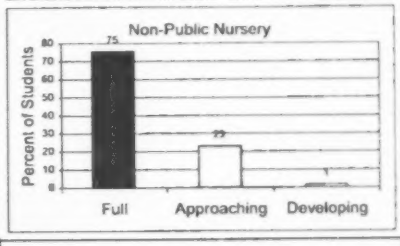
Entering Kindergarten

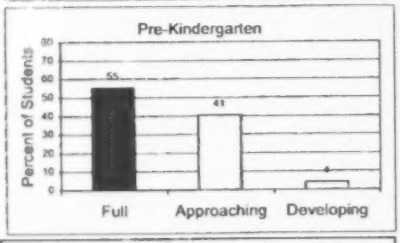












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

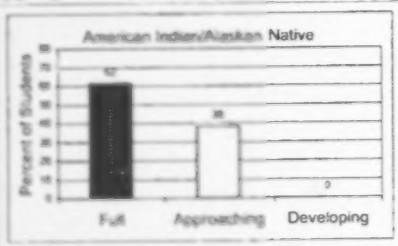
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

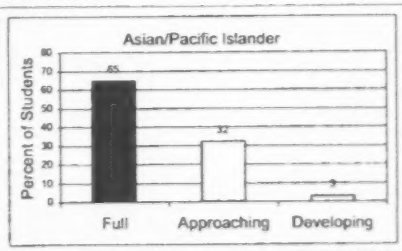
Pre-kindergarten

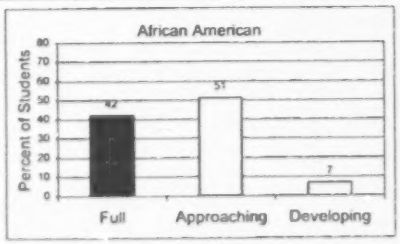
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

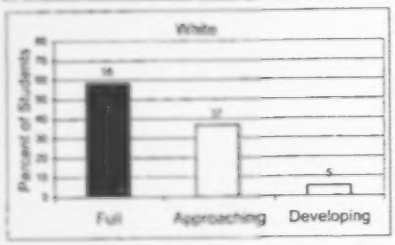
Disaggregated by Race / Ethnicity Composite Score

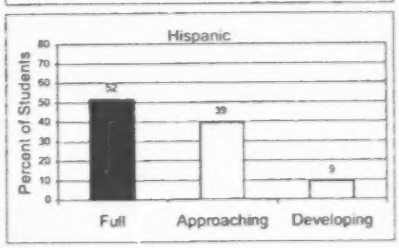
Entering Kindergarten











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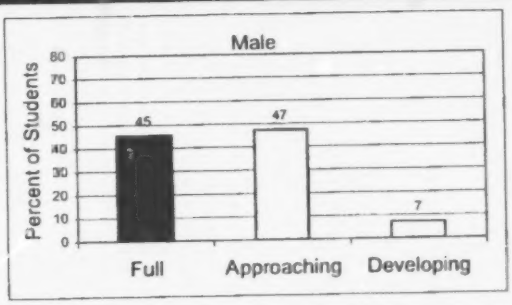
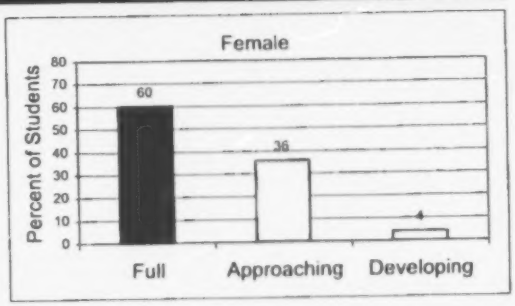
Charles County 2002-2003

Disaggregated by Gender Composite Score

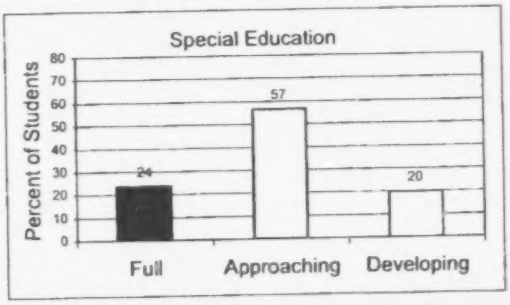
Entering Kindergarten

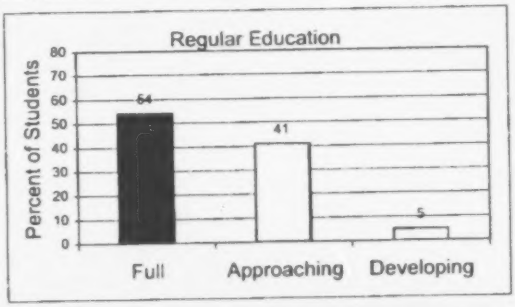




Disaggregated by Special Education Composite Score

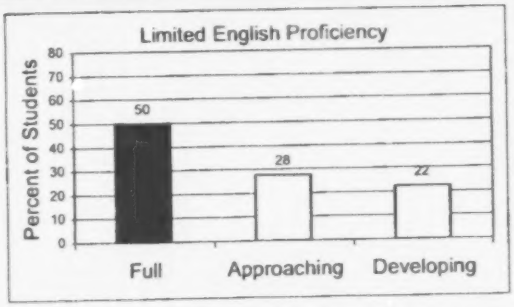
Entering Kindergarten

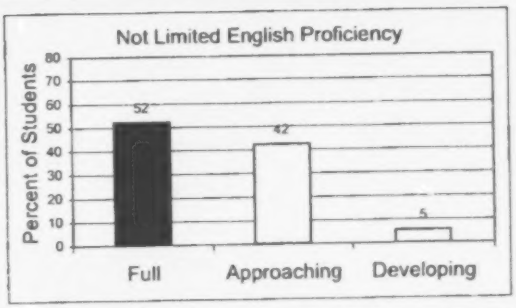




Disaggregated by Limited English Proficiency Composite Score

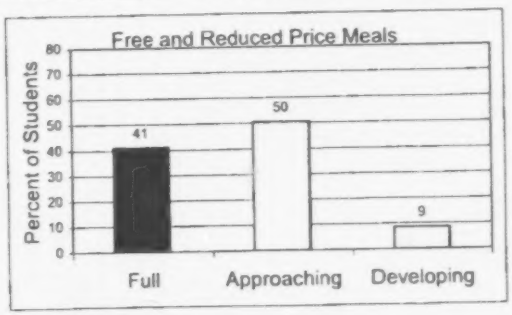
Entering Kindergarten

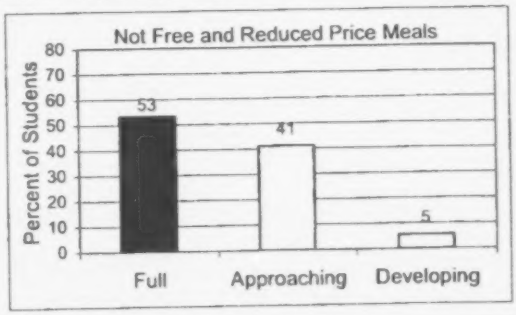




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Charles County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	5	0	4	9	1	7	5	2	7	7	0	6	8	0	10	3	0	12	2	0	8	5	0
Asian/Pacific Islander	28	12	0	15	20	2	28	10	3	19	19	3	21	16	3	30	8	1	33	7	0	22	11	1
African American	243	213	38	131	276	70	187	241	74	108	304	79	157	286	46	276	200	19	315	170	10	180	219	29
White	490	233	28	294	362	63	390	291	72	250	427	76	327	359	55	483	241	27	566	178	17	370	232	33
Hispanic	24	12	2	10	23	4	19	18	3	11	22	6	14	20	5	24	11	2	29	8	0	17	13	3
Gender																								
Male	371	295	52	206	391	87	310	319	101	195	417	106	260	385	74	383	298	37	482	224	19	280	292	44
Female	423	180	16	248	299	53	321	246	53	200	362	58	265	304	35	440	165	12	473	142	8	317	188	22
Prior Care																								
Child Care Center	71	63	10	45	83	6	72	64	8	44	82	13	52	79	11	89	49	4	105	37	1	57	62	6
Family Child Care	22	15	3	10	19	9	18	17	6	13	21	7	15	19	6	24	15	1	25	13	3	12	18	5
Head Start	36	23	6	11	36	14	22	34	8	17	35	13	24	31	5	36	25	1	40	21	2	21	25	5
Home / Informal Care	114	72	7	55	95	35	70	89	35	63	98	34	77	96	22	119	62	11	139	52	5	87	68	14
Non-Public Nursery	64	15	2	38	32	5	55	21	4	38	39	3	45	33	1	61	17	2	71	8	1	52	16	1
Pre-Kindergarten	449	242	33	277	369	54	370	290	75	206	449	76	298	369	51	462	246	26	529	193	12	344	252	26
Special Education																								
Yes	30	47	11	10	49	27	19	41	27	15	44	29	20	42	22	36	41	12	38	42	7	18	43	15
No	763	428	57	444	640	113	611	524	127	379	735	135	504	647	87	786	422	37	916	324	20	578	437	51
Limited English Proficiency																								
Yes	9	8	2	6	8	6	8	7	5	6	7	7	4	10	6	11	5	3	12	7	1	9	5	4
No	786	471	66	450	684	134	625	561	149	390	776	157	523	682	103	814	461	46	944	363	26	590	477	62
Free and Reduced Price Meals																								
Yes	59	55	10	31	71	17	40	62	21	24	74	25	29	75	15	63	55	4	77	42	3	43	53	9
No	736	424	58	425	621	123	593	506	133	372	709	139	498	617	94	762	411	45	879	328	24	556	429	57
* = fewer than 5																								

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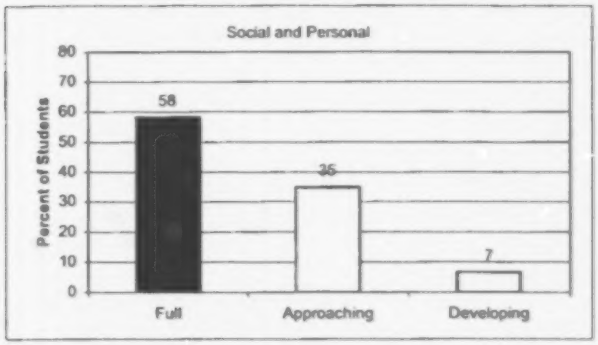
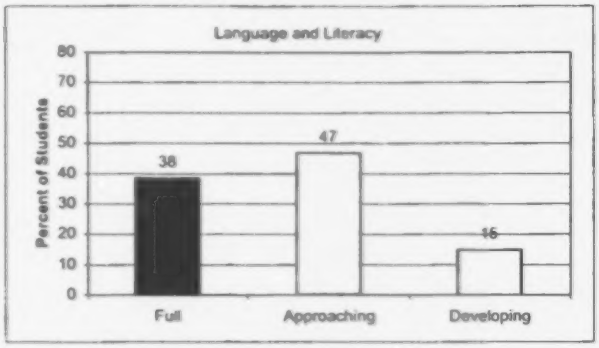
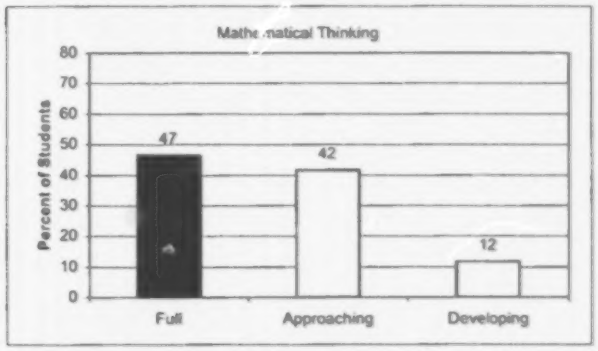
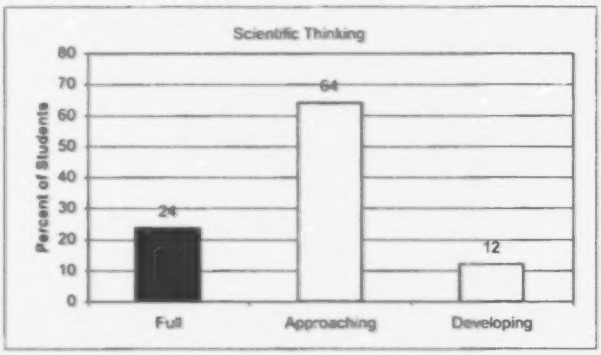
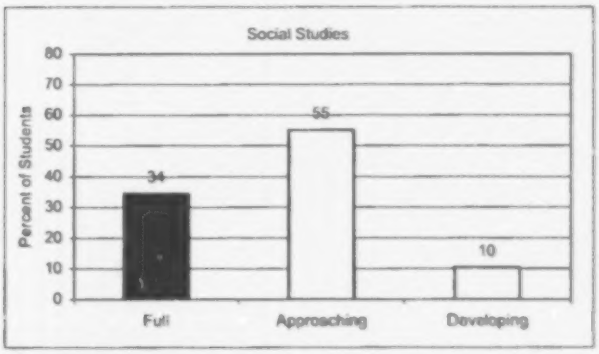
Dorchester County - Percentage of Kindergarten Students

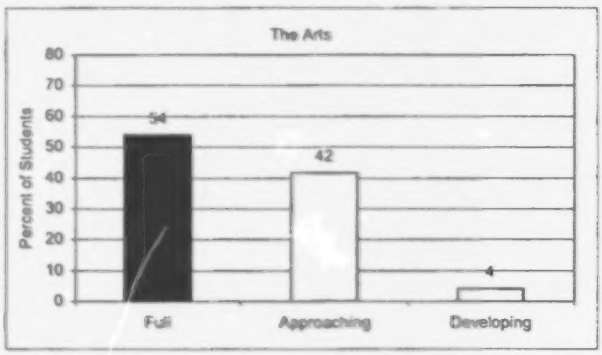


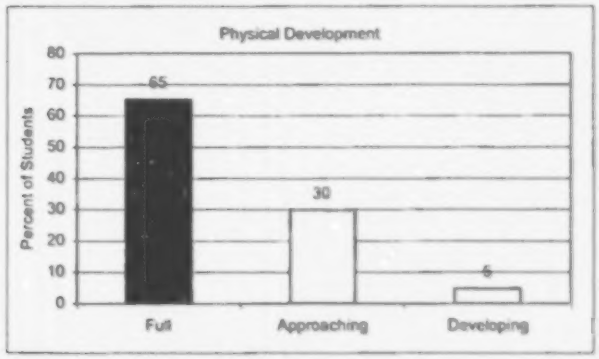


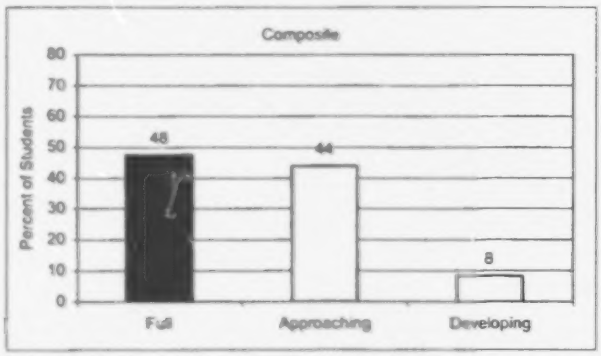












Dorchester County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	100	0	0	67	33	0	100	0	0	33	67	0	50	50	0	50	50	0	100	0	0	100	0	0
African American	54	41	5	30	55	15	36	52	12	13	75	11	26	66	8	50	44	6	62	34	5	38	55	8
White	62	29	9	48	38	15	55	32	12	35	51	13	43	44	13	58	40	2	67	28	6	56	34	10
Hispanic	50	50	0	17	67	17	33	67	0	0	83	17	17	67	17	67	17	17	83	17	0	50	50	0
Gender																								
Male	46	46	8	36	46	17	46	41	13	25	63	12	31	58	12	47	49	4	61	32	8	43	48	9
Female	70	25	6	40	47	12	48	42	10	23	65	12	38	53	9	60	35	4	69	28	2	51	41	8
Prior Care																								
Child Care Center	87	13	0	53	40	7	47	47	7	20	73	7	40	53	7	47	53	0	80	20	0	67	27	7
Family Child Care	25	67	8	25	58	17	33	58	8	17	50	33	17	58	25	50	42	8	58	42	0	33	58	8
Head Start	48	43	10	5	70	25	5	76	19	0	71	29	5	76	19	33	57	10	38	52	10	15	65	20
Home / Informal Care	67	29	5	24	48	29	48	33	19	24	52	24	29	52	19	48	43	10	57	19	24	38	43	19
Non-public Nursery	100	0	0	75	25	0	88	13	0	75	25	0	100	0	0	88	13	0	88	13	0	88	13	0
Pre-Kindergarten	57	36	7	41	46	13	50	40	11	25	66	9	36	55	9	56	40	4	67	29	3	50	44	7
Special Education																								
Yes	50	38	13	14	55	32	33	38	29	8	67	25	17	58	25	33	63	4	48	35	17	24	52	24
No	59	35	6	40	46	13	48	42	10	25	64	11	36	55	9	56	40	4	67	29	4	49	43	7
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	58	35	7	38	47	15	47	42	12	24	64	12	34	55	10	54	42	4	65	30	5	48	44	8
Free and Reduced Price Meals																								
Yes	43	46	11	31	52	18	42	44	14	20	69	11	27	60	13	51	43	6	60	35	5	39	51	10
No	65	30	5	42	44	14	49	41	10	26	62	12	38	53	9	56	41	3	68	27	5	51	41	8
* = fewer than 5	May not total 100% due to rounding.																							

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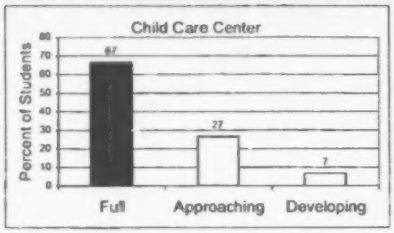
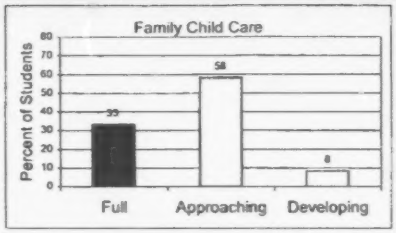
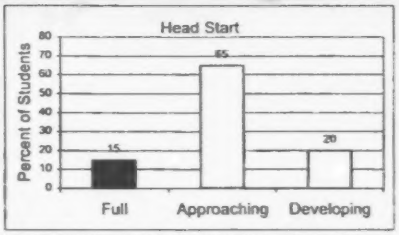
Dorchester County 2002-2003

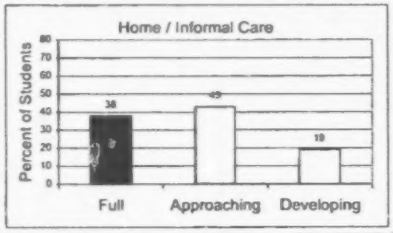
Disaggregated by Prior Care Composite Score

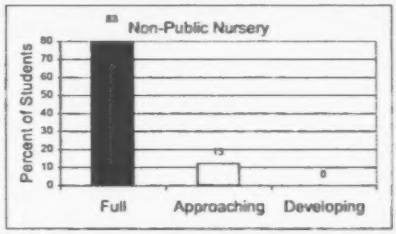
Entering Kindergarten

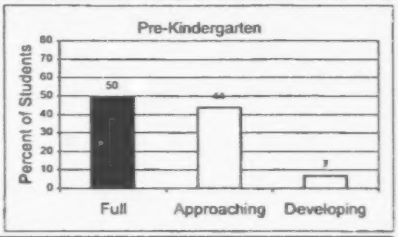












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

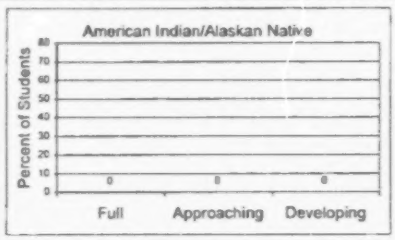
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

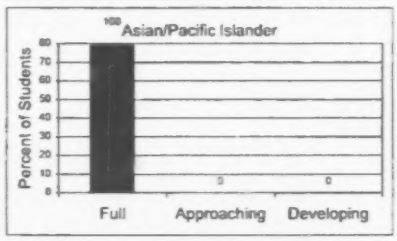
Pre-kindergarten

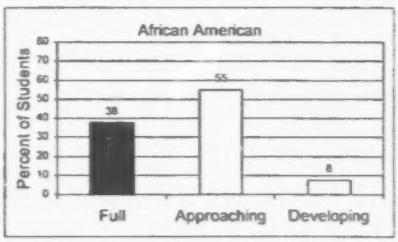
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

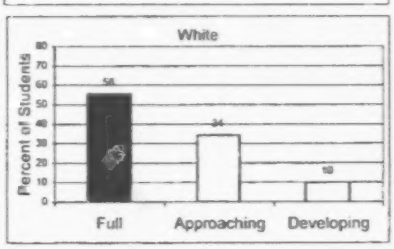
Disaggregated by Race / Ethnicity Composite Score

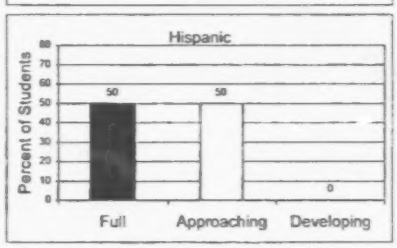
Entering Kindergarten











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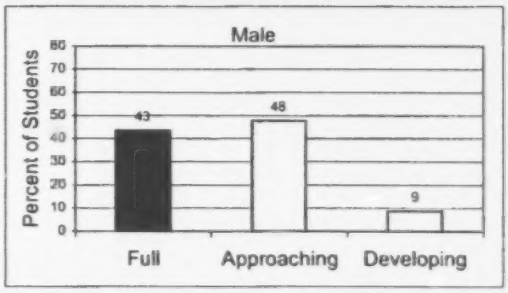
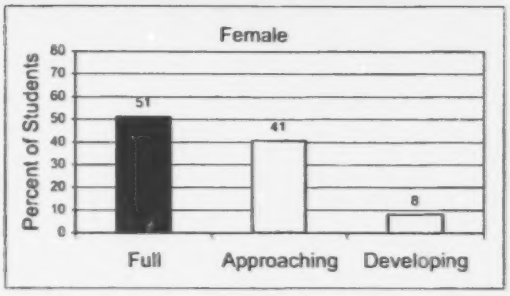
Dorchester County 2002-2003

Disaggregated by Gender Composite Score

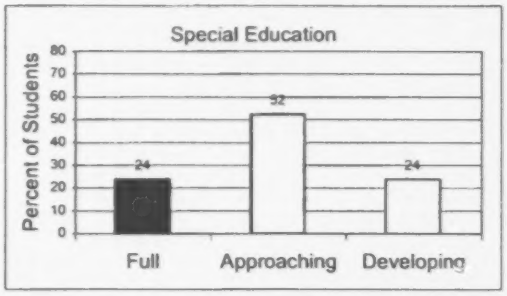
Entering Kindergarten

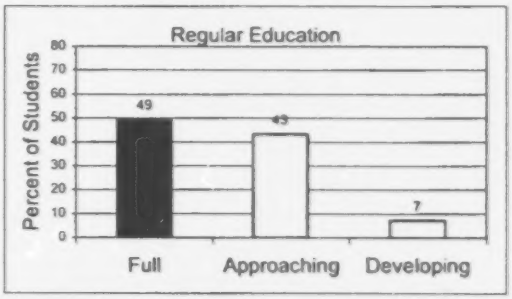




Disaggregated by Special Education Composite Score

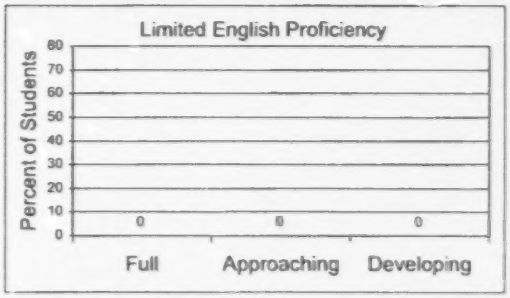
Entering Kindergarten

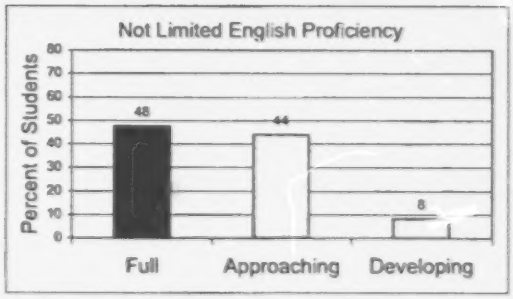




Disaggregated by Limited English Proficiency Composite Score

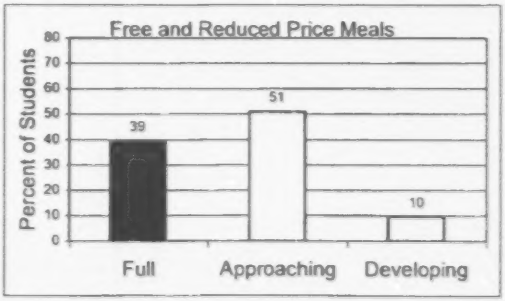
Entering Kindergarten

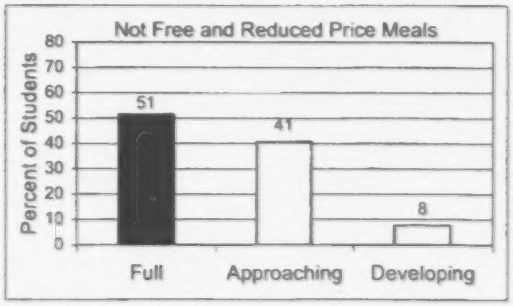




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Dorchester County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	6	0	0	4	2	0	6	0	0	2	4	0	3	3	0	3	3	0	6	0	0	6	0	0
African American	81	62	8	44	82	23	55	78	18	20	114	17	39	99	12	74	66	9	93	51	7	55	80	11
White	90	43	13	68	54	21	81	47	18	51	74	19	63	64	19	85	58	3	97	40	8	78	48	14
Hispanic	3	3	0	1	4	1	2	4	0	0	5	1	1	4	1	4	1	1	5	1	0	3	3	0
Gender																								
Male	67	68	12	52	66	25	67	61	19	36	92	18	45	84	17	68	71	6	89	46	11	60	66	12
Female	113	40	9	65	76	20	77	68	17	37	105	19	61	86	15	98	57	7	112	46	4	82	65	13
Prior Care																								
Child Care Center	13	2	0	8	6	1	7	7	1	3	11	1	6	8	1	7	8	0	12	3	0	10	4	1
Family Child Care	3	8	1	3	7	2	4	7	1	2	6	4	2	7	3	6	5	1	7	5	0	4	7	1
Head Start	10	9	2	1	14	5	1	16	4	0	15	6	1	16	4	7	12	2	8	11	2	3	13	4
Home / Informal Care	14	6	1	5	10	6	10	7	4	5	11	5	6	11	4	10	9	2	12	4	5	8	9	4
Non-Public Nursery	8	0	0	6	2	0	7	1	0	6	2	0	8	0	0	7	1	0	7	1	0	7	1	0
Pre-Kindergarten	130	83	17	93	103	30	114	91	25	56	151	21	82	127	20	128	92	8	154	67	8	109	96	15
Special Education																								
Yes	12	9	3	3	12	7	6	9	7	2	16	6	4	14	6	8	15	1	11	8	4	5	11	5
No	168	99	18	114	130	38	136	120	29	71	181	31	102	156	26	158	113	12	190	84	11	137	120	20
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	180	108	21	117	142	45	144	129	36	73	197	37	106	170	32	166	128	13	201	92	15	142	131	25
Free and Reduced Price Meals																								
Yes	42	45	11	30	50	17	41	43	14	19	67	11	26	59	13	49	42	6	58	34	5	37	48	9
No	138	63	10	87	92	28	103	86	22	54	130	26	80	111	19	117	86	7	143	58	10	105	83	16
* = fewer than 5																								

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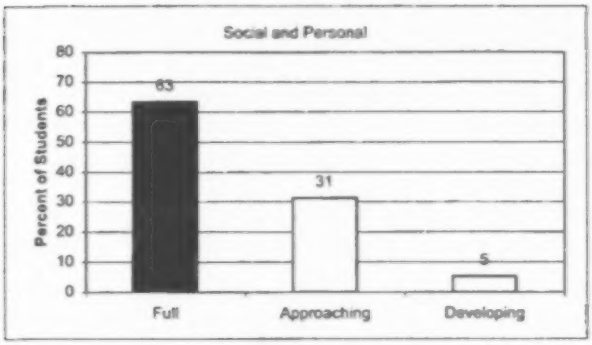
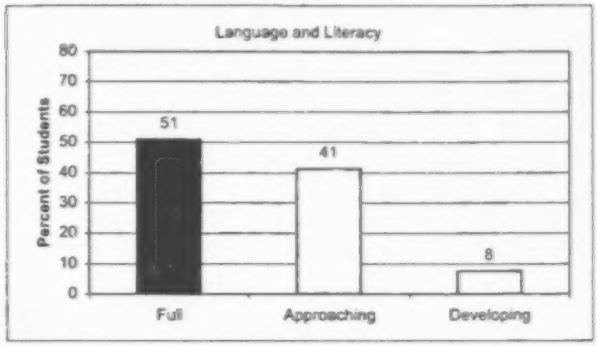
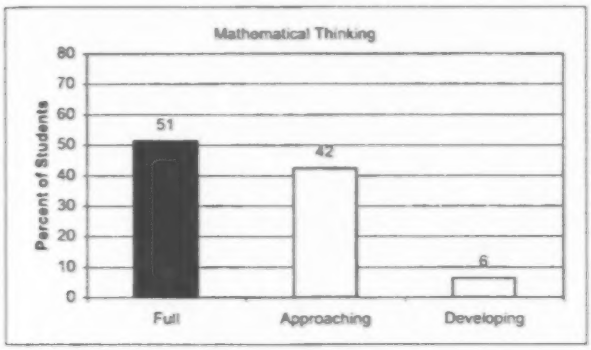
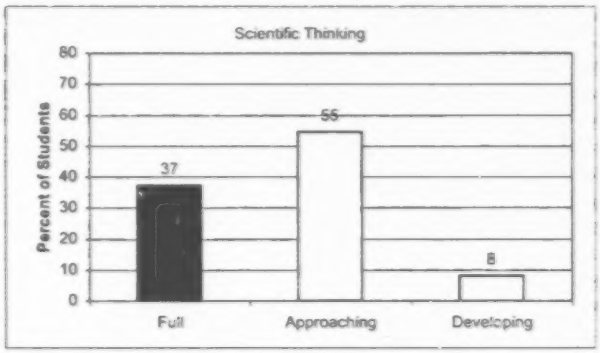
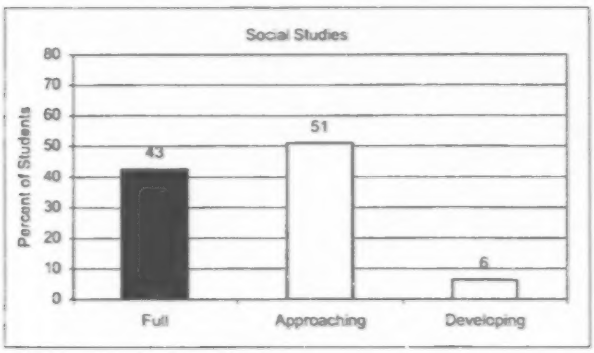
Frederick County - Percentage of Kindergarten Students

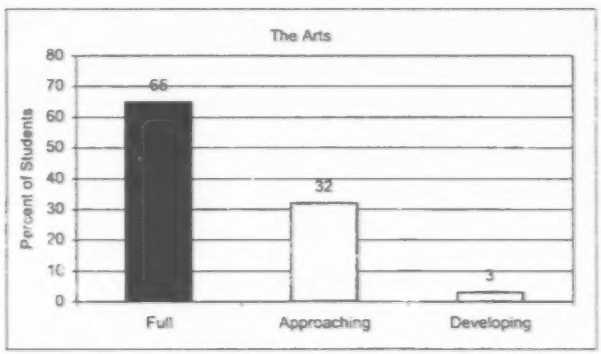


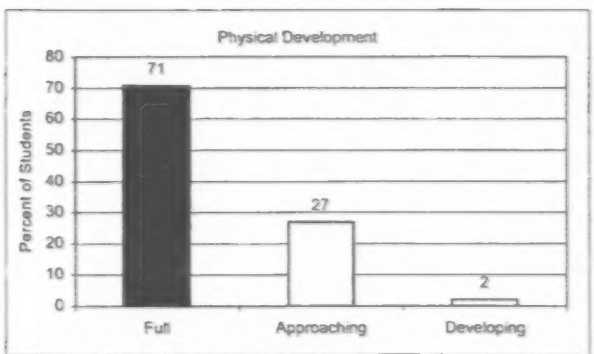


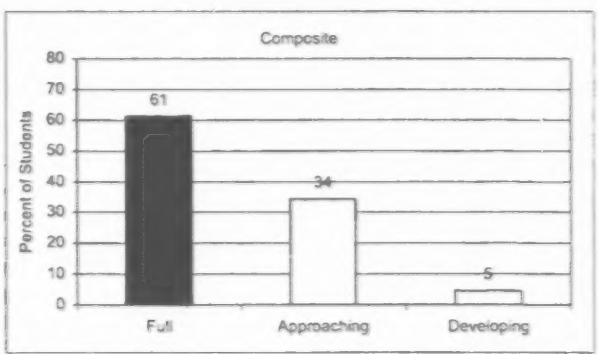












Frederick County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	88	13	0	57	29	14	75	25	0	75	25	0	75	25	0	38	63	0	88	13	0	86	14	0
Asian/Pacific Islander	74	23	3	55	34	12	66	26	8	40	52	8	42	51	7	62	36	2	74	24	2	67	27	6
African American	56	35	9	41	49	10	41	50	10	32	53	15	33	57	9	58	38	4	57	40	3	48	43	8
White	64	31	5	53	40	7	53	42	5	38	55	7	45	50	6	67	30	3	73	25	2	63	33	4
Hispanic	55	41	4	29	57	14	32	56	13	25	55	19	27	58	15	54	44	2	64	34	2	46	50	5
Gender																								
Male	57	36	7	44	46	10	49	44	7	36	55	9	41	52	8	58	38	4	66	31	3	55	39	6
Female	71	26	3	58	36	6	54	41	5	39	54	7	45	50	5	73	26	2	76	22	1	68	29	3
Prior Care																								
Child Care Center	66	31	3	60	37	3	62	36	3	50	46	4	49	49	2	69	30	2	75	23	1	69	29	2
Family Child Care	51	41	8	28	58	14	29	64	8	18	75	6	27	64	9	62	36	1	65	29	6	38	54	8
Head Start	42	45	13	31	55	14	43	39	17	24	55	20	31	58	10	57	36	6	62	31	8	44	40	15
Home / Informal Care	61	33	6	45	44	11	47	43	10	33	55	11	39	52	9	60	36	4	66	31	2	57	37	6
Non-public Nursery	73	25	2	62	36	2	63	35	1	47	51	2	57	42	2	74	25	1	81	19	1	74	24	1
Pre-Kindergarten	60	32	8	49	42	9	43	50	7	30	59	11	34	57	9	63	33	4	67	30	3	56	39	6
Special Education																								
Yes	37	47	17	27	37	37	30	43	27	17	63	20	21	57	21	53	37	10	57	33	10	32	46	21
No	64	31	5	51	41	7	52	42	6	38	54	8	43	51	6	65	32	3	71	27	2	62	34	4
Limited English Proficiency																								
Yes	52	44	4	19	50	31	37	48	15	30	44	26	19	48	33	46	50	4	48	48	4	36	52	12
No	64	31	5	51	41	7	51	42	6	37	55	8	43	51	6	65	32	3	71	27	2	61	34	5
Free and Reduced Price Meals																								
Yes	49	38	13	40	44	16	40	48	13	23	60	17	31	59	9	58	36	6	59	38	4	50	45	6
No	64	31	5	51	41	7	52	42	6	38	54	8	43	51	6	65	32	3	71	26	2	62	34	5

* = fewer than 5

May not total 100% due to rounding.

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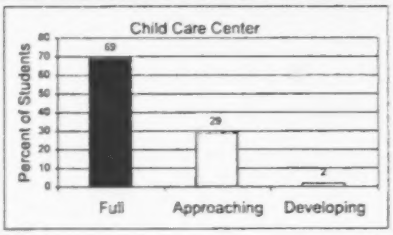
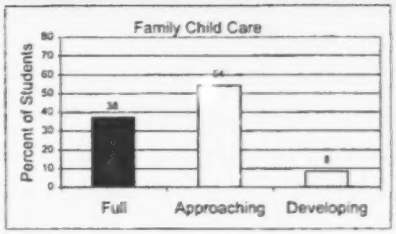
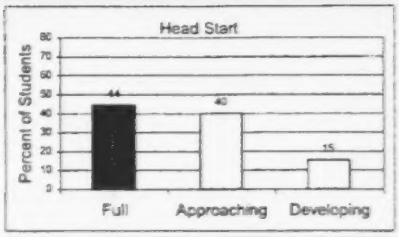
Frederick County 2002-2003

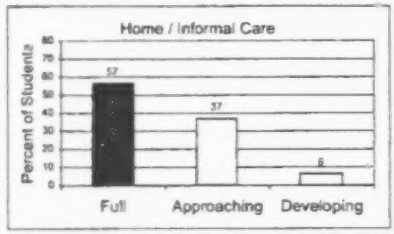
Disaggregated by Prior Care Composite Score

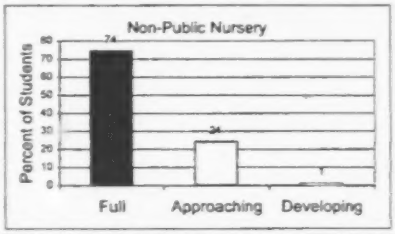
Entering Kindergarten

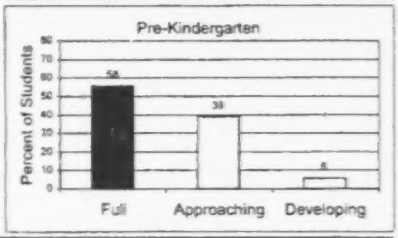












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

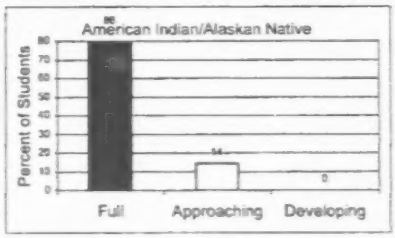
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

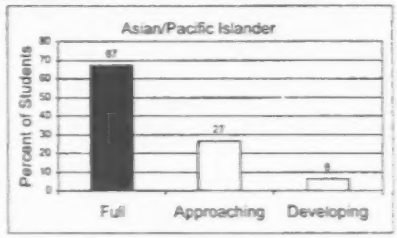
Pre-kindergarten

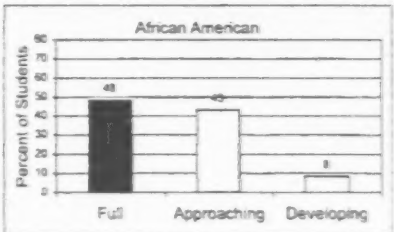
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

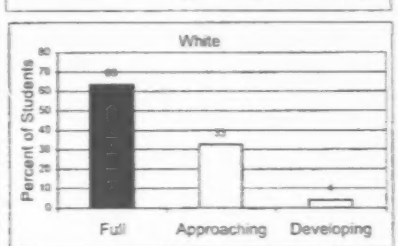
Disaggregated by Race / Ethnicity Composite Score

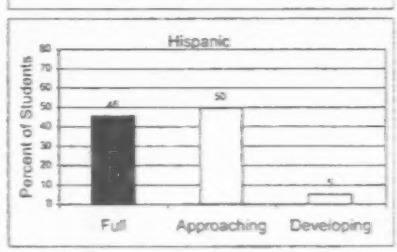
Entering Kindergarten







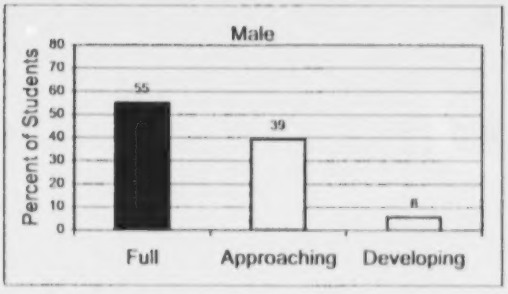


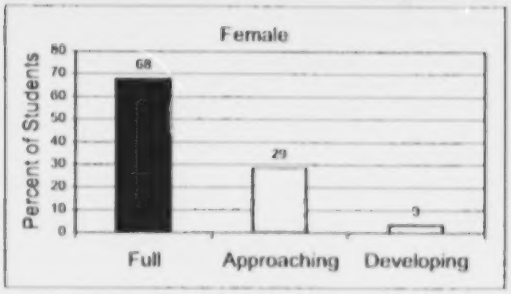


Frederick County 2002-2003

Disaggregated by Gender Composite Score

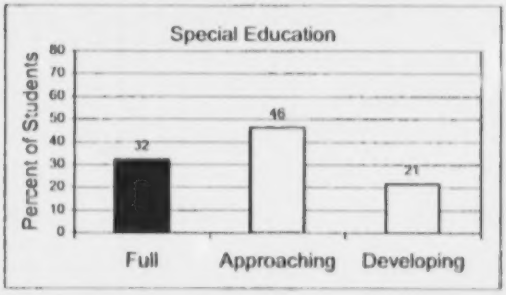
Entering Kindergarten

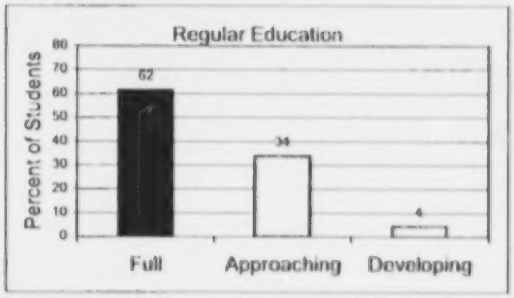




Disaggregated by Special Education Composite Score

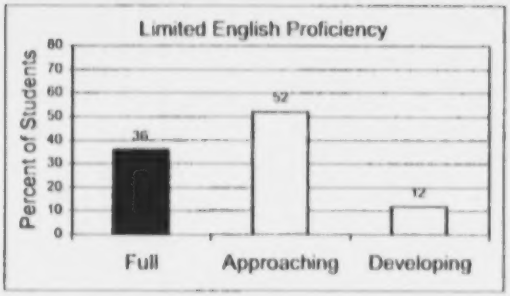
Entering Kindergarten

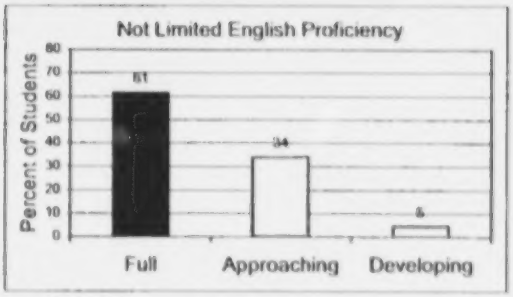




Disaggregated by Limited English Proficiency Composite Score

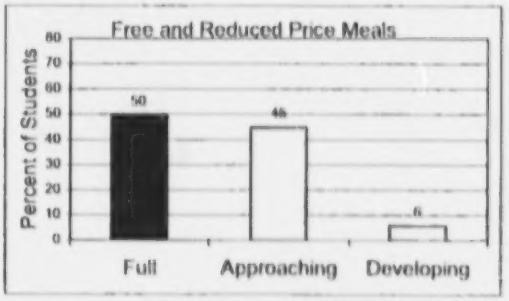
Entering Kindergarten

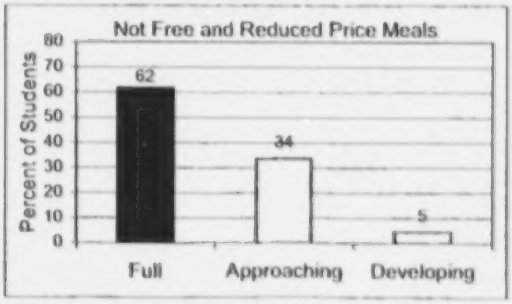




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Frederick County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	7	1	0	4	2	1	6	2	0	6	2	0	6	2	0	3	5	0	7	1	0	6	1	0
Asian/Pacific Islander	64	20	3	47	29	10	57	23	7	35	45	7	36	43	6	53	31	2	65	21	2	53	21	5
African American	145	91	24	106	125	26	106	130	25	81	137	39	85	148	24	151	100	10	151	104	8	116	104	20
White	1,323	632	104	1,083	816	140	1,107	867	114	793	1,130	138	916	1,022	114	1,381	623	62	1,518	524	43	1,217	624	78
Hispanic	57	43	4	30	58	14	33	58	13	26	57	20	28	60	16	56	46	2	67	35	2	46	50	5
Gender																								
Male	740	473	94	574	600	125	652	580	95	473	720	115	533	672	98	763	495	56	876	413	39	672	478	69
Female	856	314	41	696	430	66	657	500	64	468	651	89	538	601	62	881	310	20	932	272	16	766	322	39
Prior Care																								
Child Care Center	233	111	11	212	131	9	221	129	9	177	164	14	174	172	8	246	106	6	268	83	4	230	97	6
Family Child Care	39	31	6	21	44	11	22	49	6	14	58	5	21	49	7	46	27	1	50	22	5	27	39	6
Head Start	33	35	10	24	42	11	33	30	13	18	41	15	24	45	8	44	28	5	48	24	6	32	29	11
Home / Informal Care	504	272	46	362	357	91	394	357	80	275	456	92	320	421	73	492	296	35	551	260	19	434	285	48
Non-Public Nursery	427	144	13	359	205	13	373	209	8	275	294	13	330	243	10	435	149	3	477	112	3	408	134	6
Pre-Kindergarten	360	193	49	292	250	56	266	305	42	182	357	64	202	342	53	380	199	26	413	184	18	307	215	31
Special Education																								
Yes	11	14	5	8	11	11	9	13	8	5	19	6	6	16	6	16	11	3	17	10	3	9	13	6
No	1,585	773	130	1,262	1,019	160	1,300	1,067	151	936	1,352	198	1,065	1,257	154	1,628	794	73	1,791	675	52	1,429	787	102
Limited English Proficiency																								
Yes	14	12	1	5	13	8	10	13	4	8	12	7	5	13	9	12	13	1	13	13	1	9	13	3
No	1585	777	134	1265	1021	183	1299	1071	155	933	1363	197	1066	1264	151	1635	794	75	1797	675	54	1429	791	105
Free and Reduced Price Meals																								
Yes	54	42	14	44	49	18	44	53	14	25	65	19	34	64	10	63	39	7	65	42	4	52	47	6
No	1,545	747	121	1,226	985	173	1,265	1,031	145	916	1,310	185	1,037	1,213	150	1,584	768	69	1,745	646	51	1,386	757	102

* = fewer than 5

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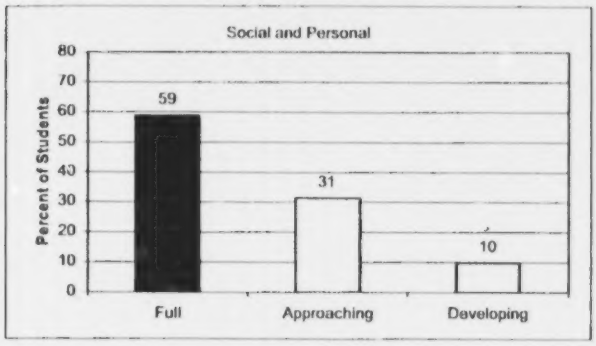
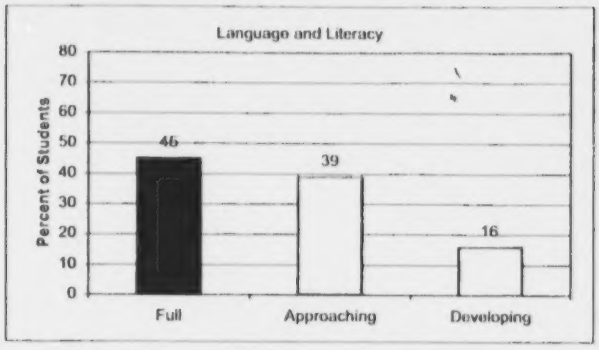
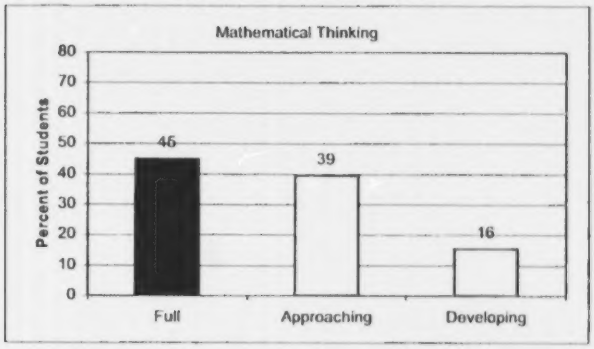
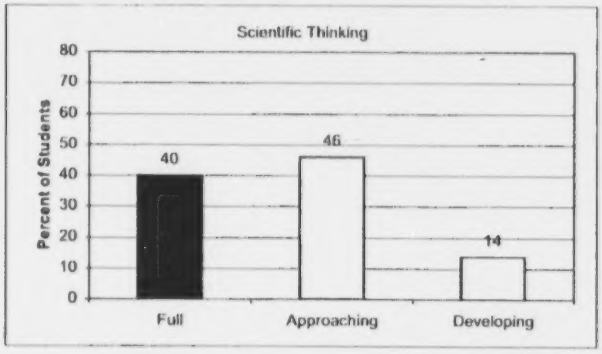
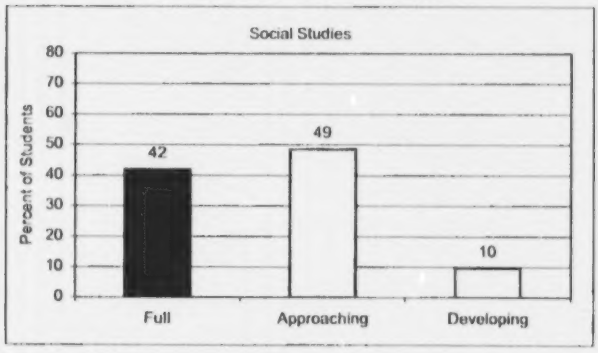
Garrett County - Percentage of Kindergarten Students

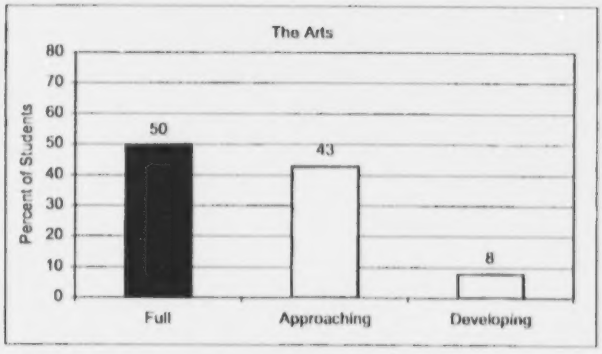


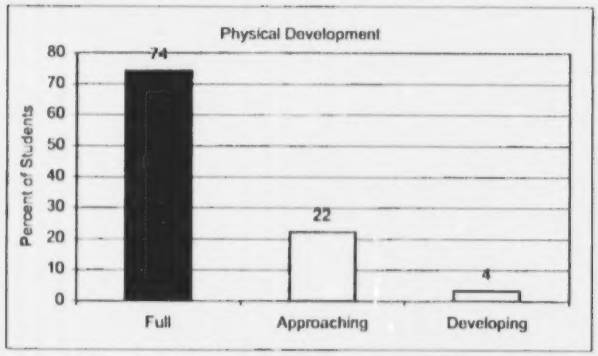


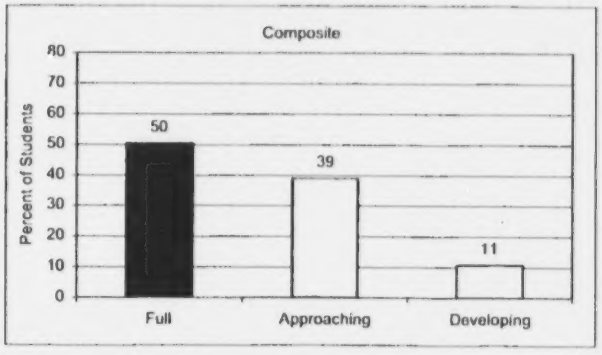












Garrett County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	59	31	10	45	39	16	45	39	16	40	46	14	42	48	10	50	42	8	74	22	4	51	39	11
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	57	33	10	42	42	16	43	41	16	43	46	11	41	51	8	47	46	7	74	23	3	49	41	10
Female	61	29	10	49	35	16	47	38	15	37	46	17	43	46	11	53	39	8	74	22	4	52	36	11
Prior Care																								
Child Care Center	84	10	6	68	29	3	65	26	10	52	45	3	65	32	3	71	26	3	87	10	3	72	21	7
Family Child Care	50	44	6	31	50	19	38	38	25	25	44	31	38	50	13	63	31	6	69	31	0	38	44	19
Head Start	40	42	19	25	49	25	28	48	23	22	56	22	29	55	16	31	56	13	59	36	5	32	53	15
Home / Informal Care	52	39	9	29	47	24	33	45	23	32	50	18	28	60	13	34	55	11	70	24	6	36	50	14
Non-public Nursery	75	25	0	83	17	0	83	17	0	91	9	0	83	17	0	83	17	0	92	8	0	91	9	0
Pre-Kindergarten	72	21	6	64	29	7	60	35	5	55	39	5	53	43	4	65	32	3	85	14	1	67	28	6
Special Education																								
Yes	50	40	10	25	38	38	30	40	30	22	56	22	10	90	0	40	50	10	80	20	0	43	43	14
No	59	31	10	45	39	15	45	39	15	41	46	14	43	47	10	50	43	8	74	22	4	51	39	11
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	59	31	10	45	39	16	45	39	16	40	46	14	42	49	10	50	43	8	74	22	4	50	39	11
Free and Reduced Price Meals																								
Yes	57	39	4	42	43	15	47	37	16	34	49	17	46	45	9	45	49	5	75	21	4	52	38	10
No	59	29	12	46	38	16	44	40	15	42	45	13	41	50	10	51	41	8	74	23	3	50	39	11

* = fewer than 5

May not total 100% due to rounding.

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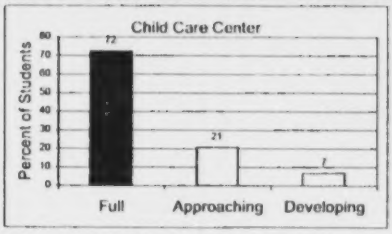
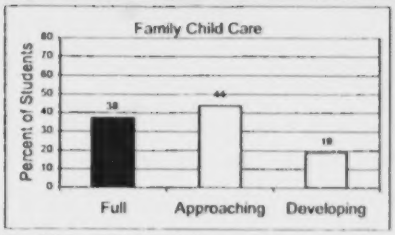
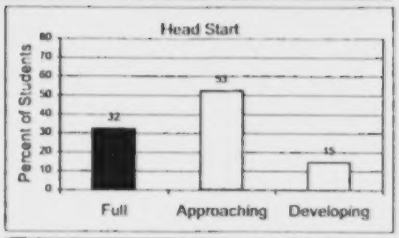
Garrett County 2002-2003

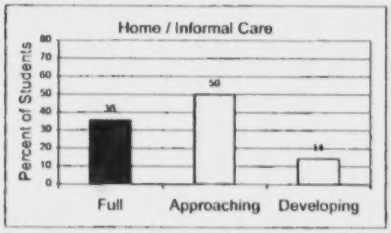
Disaggregated by Prior Care Composite Score

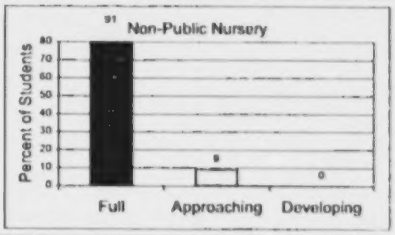
Entering Kindergarten

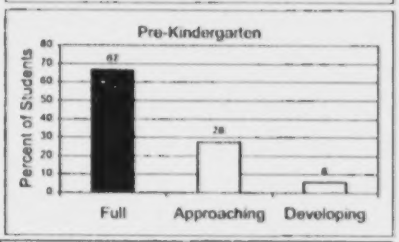












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

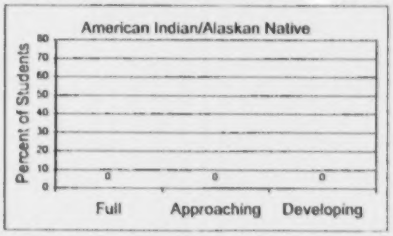
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

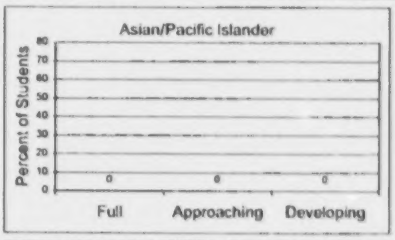
Pre-kindergarten

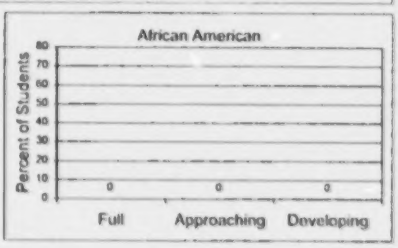
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

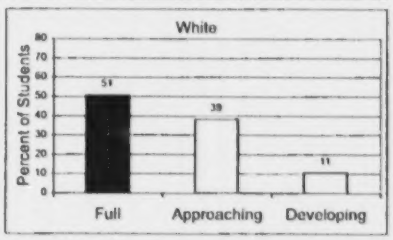
Disaggregated by Race / Ethnicity Composite Score

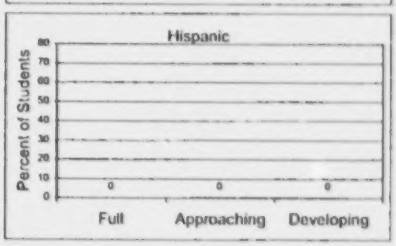
Entering Kindergarten











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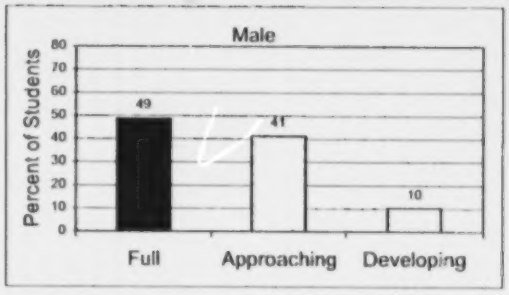
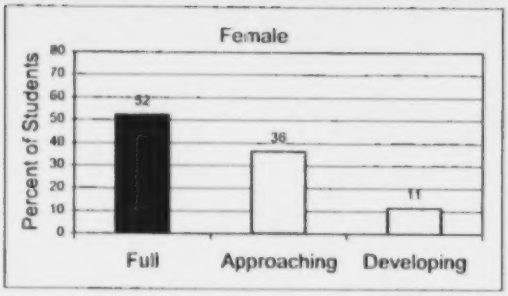
Garrett County 2002-2003

Disaggregated by Gender Composite Score

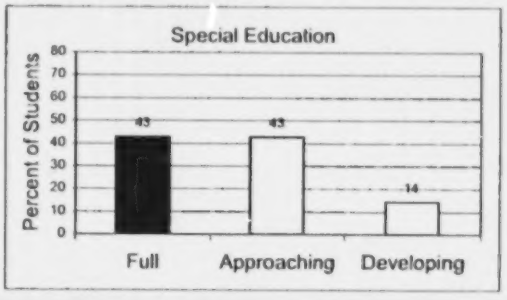
Entering Kindergarten

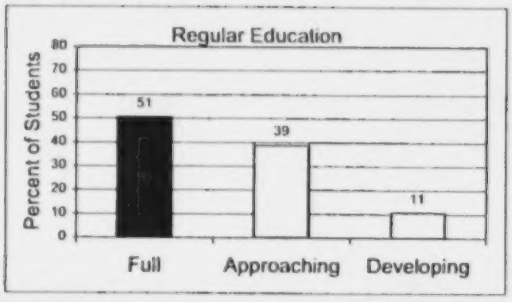




Disaggregated by Special Education Composite Score

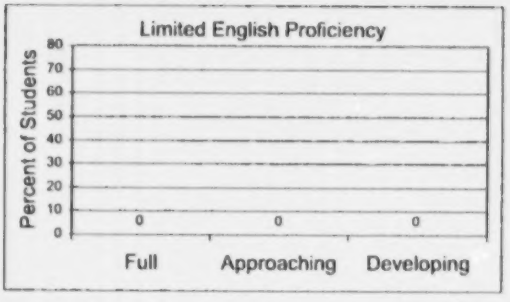
Entering Kindergarten

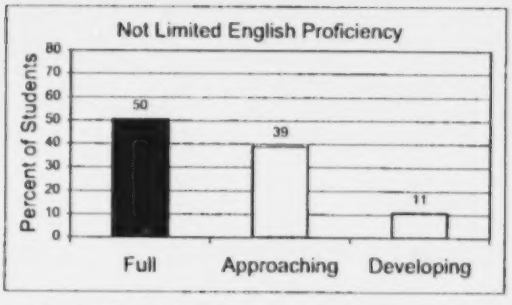




Disaggregated by Limited English Proficiency Composite Score

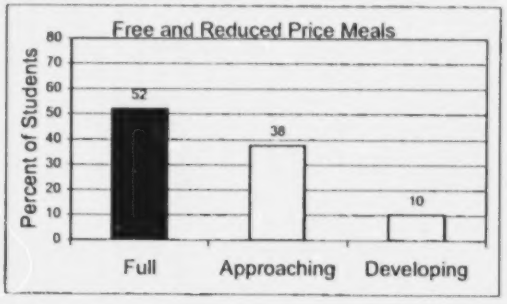
Entering Kindergarten

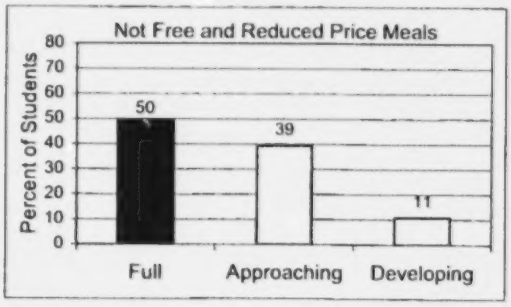




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Garrett County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	184	97	30	137	119	49	140	123	49	121	137	42	131	150	30	154	131	24	232	69	11	146	111	31
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	97	57	17	70	71	27	74	70	27	70	76	18	70	86	14	79	78	12	127	39	5	77	65	16
Female	87	41	14	68	49	22	67	54	22	51	63	24	61	66	16	75	55	12	106	31	6	69	48	15
Prior Care																								
Child Care Center	26	3	2	21	9	1	20	8	3	15	13	1	20	10	1	22	8	1	27	3	1	21	6	2
Family Child Care	8	7	1	5	8	3	6	6	4	4	7	5	6	8	2	10	5	1	11	5	0	6	7	3
Head Start	32	34	15	20	39	20	23	39	19	17	44	17	23	44	13	25	45	10	48	29	4	24	39	11
Home / Informal Care	41	31	7	22	35	18	26	36	18	24	38	14	22	48	10	27	44	9	56	19	5	25	35	10
Non-Public Nursery	9	3	0	10	2	0	10	2	0	10	1	0	10	2	0	10	2	0	11	1	0	10	1	0
Pre-Kindergarten	68	20	6	60	27	7	56	33	5	51	36	5	50	40	4	60	29	3	80	13	1	60	25	5
Special Education																								
Yes	5	4	1	2	3	3	3	4	3	2	5	2	1	9	0	4	5	1	8	2	0	3	3	1
No	179	94	30	136	117	46	138	120	46	119	134	40	130	143	30	150	128	23	225	68	11	143	110	30
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	184	98	31	138	120	49	141	124	49	121	139	42	131	152	30	154	133	24	233	70	11	146	113	31
Free and Reduced Price Meals																								
Yes	43	29	3	31	32	11	35	28	12	24	35	12	34	33	7	34	37	4	56	16	3	36	26	7
No	141	69	28	107	88	38	106	96	37	97	104	30	97	119	23	120	96	20	177	54	8	110	87	24
* = fewer than 5																								

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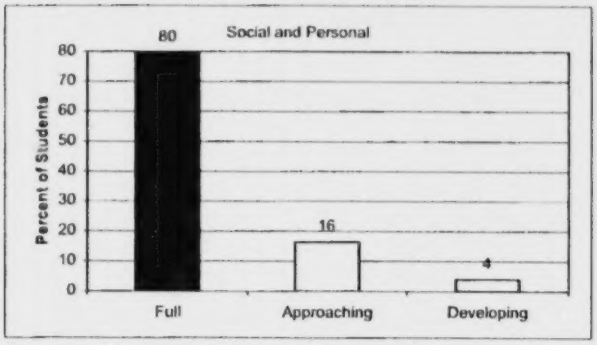
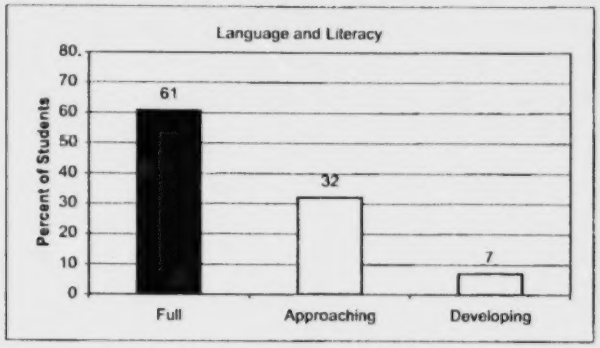
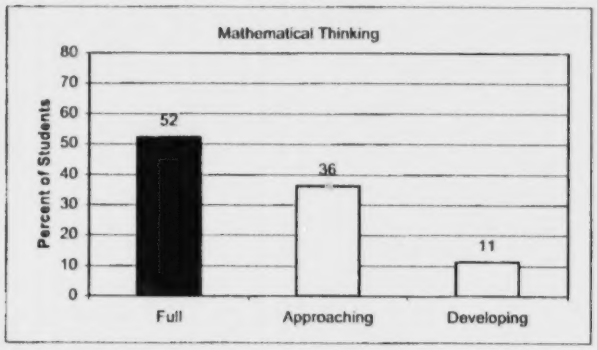
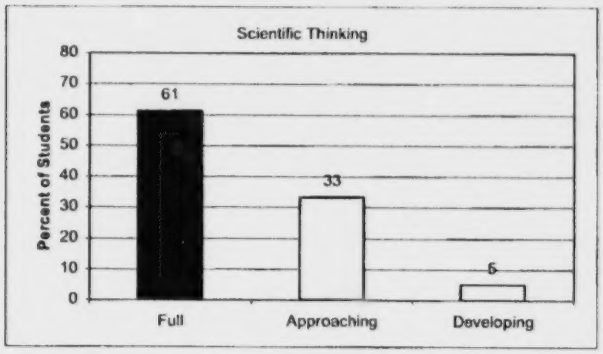
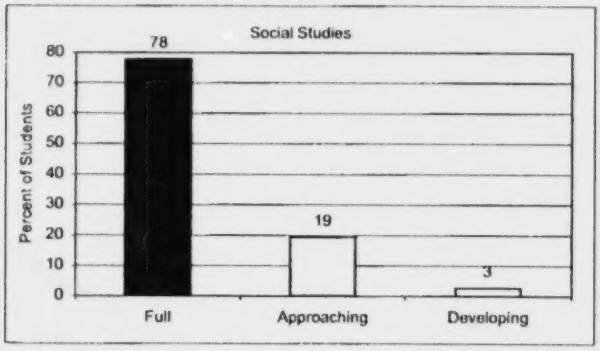
Harford County - Percentage of Kindergarten Students

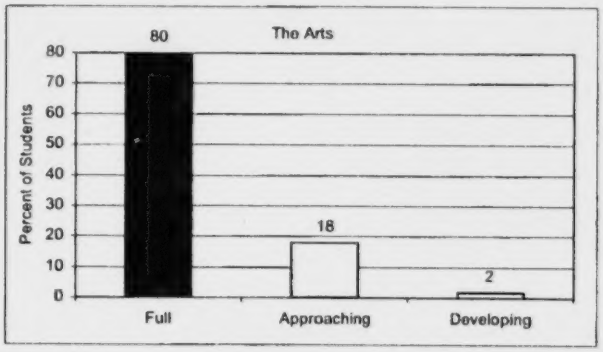


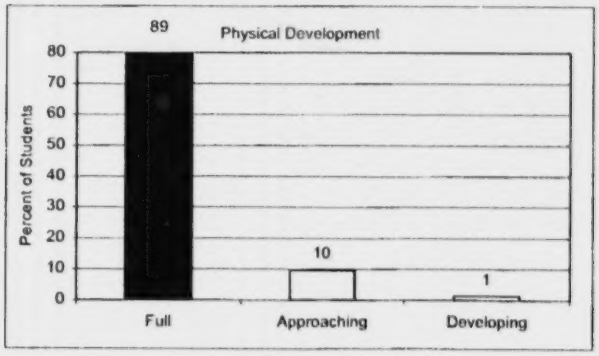


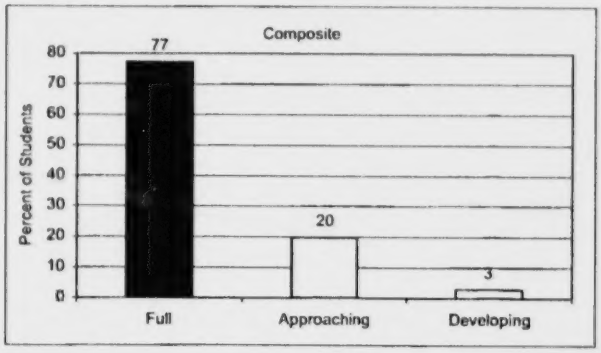












Harford County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	80	20	0	55	40	5	25	60	15	45	50	5	70	25	5	80	15	5	90	5	5	80	15	5
Asian/Pacific Islander	73	24	3	38	47	15	39	45	16	49	41	11	72	22	7	76	24	0	92	8	0	66	28	5
African American	77	18	5	53	40	8	45	40	15	53	40	6	68	29	3	76	23	1	85	14	1	69	26	4
White	81	16	4	64	30	6	55	35	10	64	32	5	81	17	2	81	17	2	90	9	1	80	18	3
Hispanic	74	20	6	53	36	11	43	37	20	55	33	12	66	27	7	72	26	2	90	9	1	69	28	3
Gender																								
Male	73	22	6	55	36	9	50	37	13	57	36	7	74	22	4	72	25	3	85	13	2	72	24	4
Female	87	11	2	67	28	5	55	36	9	65	31	3	82	17	2	89	11	1	93	6	1	83	15	2
Prior Care																								
Child Care Center	77	19	4	63	31	6	52	36	12	57	39	4	78	20	2	80	18	2	91	8	1	78	21	2
Family Child Care	84	13	3	63	37	0	59	37	4	78	22	0	87	13	0	90	10	0	94	6	0	84	16	0
Head Start	53	38	9	33	42	25	29	35	36	42	40	18	51	36	13	67	29	4	69	25	5	47	38	15
Home / Informal Care	72	21	6	46	41	13	36	42	21	51	39	9	68	26	5	74	23	3	82	16	2	64	30	6
Non-public Nursery	87	11	1	71	26	3	63	32	5	72	26	2	86	13	1	85	14	1	94	5	1	87	12	1
Pre-Kindergarten	80	15	5	62	31	7	55	36	9	61	33	6	78	19	3	80	18	2	88	10	2	78	18	3
Special Education								*																
Yes	53	24	23	29	43	28	27	38	35	36	36	28	55	26	19	54	34	12	62	26	12	47	33	20
No	81	16	3	63	31	6	54	36	10	63	33	4	79	19	2	82	17	1	91	9	1	79	19	2
Limited English Proficiency																								
Yes	68	27	5	29	41	29	29	41	29	29	44	27	61	27	12	68	27	5	98	2	0	56	34	10
No	80	16	4	61	32	7	53	36	11	62	33	5	78	19	3	80	18	2	89	10	1	78	20	3
Free and Reduced Price Meals																								
Yes	73	20	6	47	41	12	47	37	16	48	44	8	65	31	4	77	22	2	82	16	2	68	27	5
No	80	16	4	61	32	7	53	36	11	62	33	5	79	19	3	80	18	2	89	9	1	78	19	3
* = fewer than 5	May not total 100% due to rounding																							

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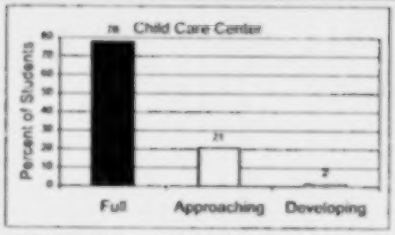
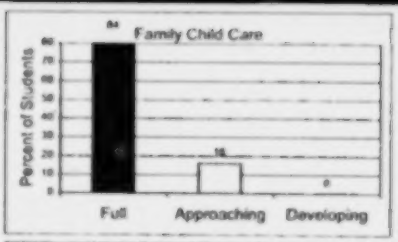
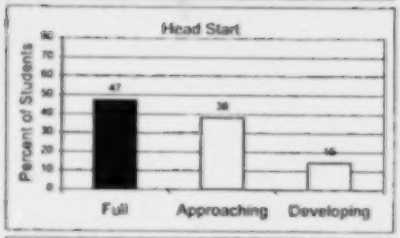
Harford County 2002-2003

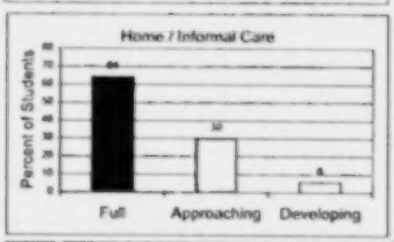
Disaggregated by Prior Care Composite Score

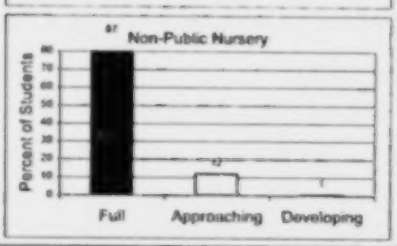
Entering Kindergarten

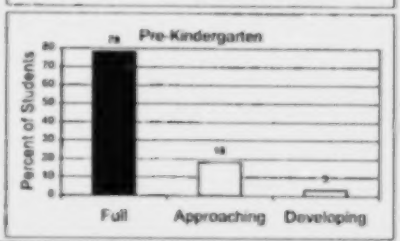












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

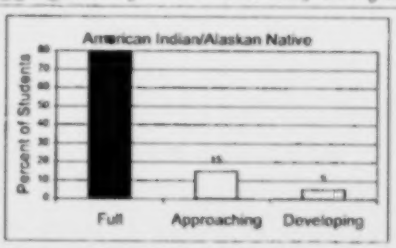
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

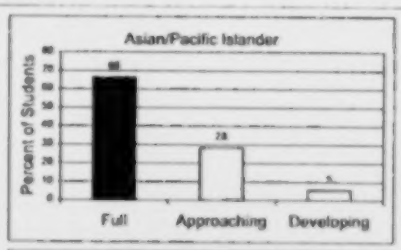
Pre-kindergarten

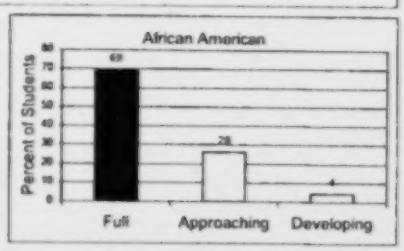
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

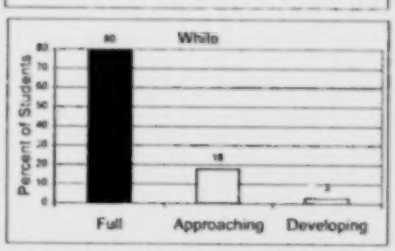
Disaggregated by Race / Ethnicity Composite Score

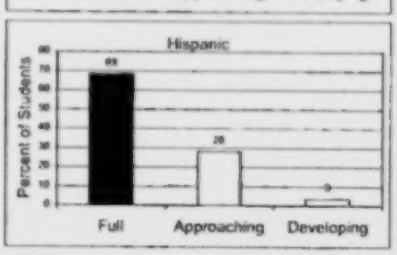
Entering Kindergarten











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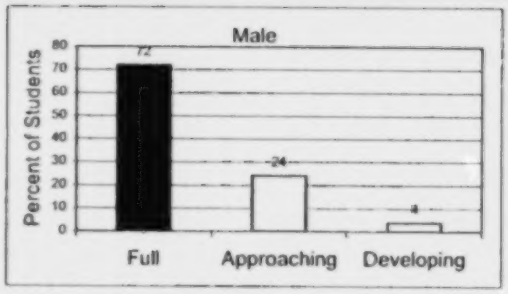
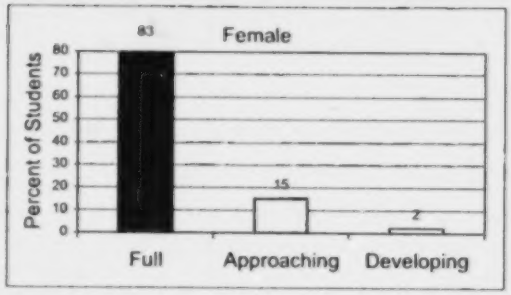
Harford County 2002-2003

Disaggregated by Gender Composite Score

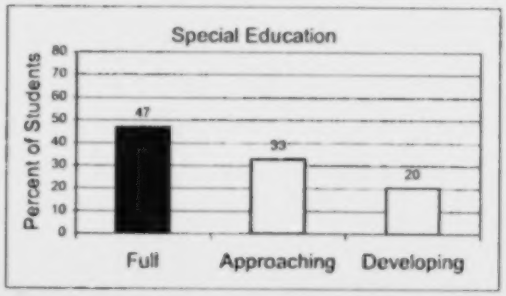
Entering Kindergarten

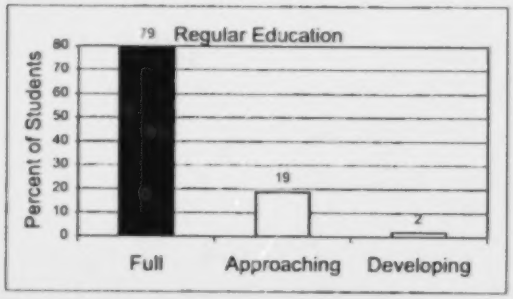




Disaggregated by Special Education Composite Score

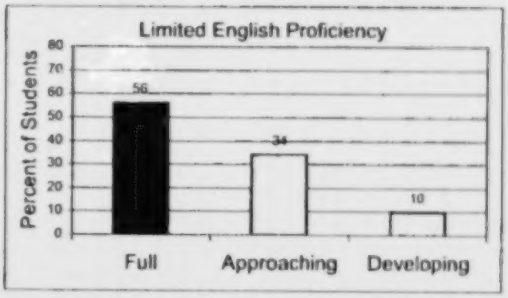
Entering Kindergarten

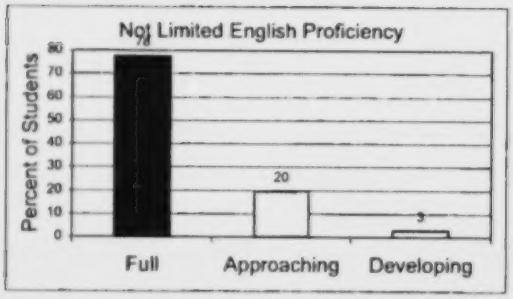




Disaggregated by Limited English Proficiency Composite Score

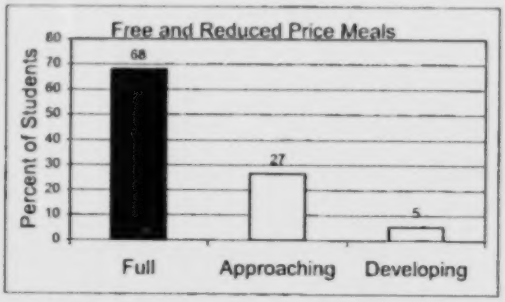
Entering Kindergarten

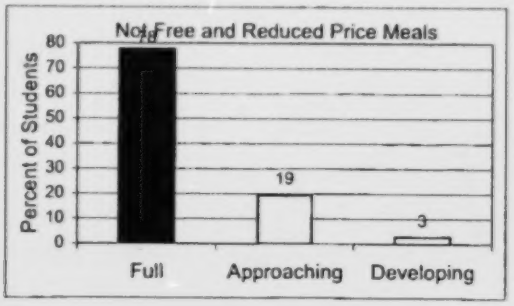




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Harford County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	16	4	0	11	8	1	5	12	3	9	10	1	14	5	1	16	3	1	18	1	1	16	3	1
Asian/Pacific Islander	54	18	2	28	35	11	29	33	12	36	30	8	53	16	5	56	18	0	68	6	0	49	21	4
African American	336	80	22	230	174	34	196	175	67	234	177	27	299	128	11	334	101	3	371	63	4	304	115	19
White	1,761	339	83	1,388	654	14*	1,201	764	218	1,391	693	99	1,758	370	54	1,774	362	47	1,954	197	32	1,736	391	55
Hispanic	68	18	5	47	32	10	38	33	18	49	29	11	59	24	6	64	23	2	80	8	1	61	25	3
Gender																								
Male	1,040	310	79	788	515	126	714	525	190	820	510	99	1,062	312	54	1,026	359	44	1,211	192	26	1,029	346	53
Female	1,193	149	33	916	388	71	755	492	128	899	429	47	1,121	231	23	1,218	148	9	1,280	83	12	1,137	209	29
Prior Care																								
Child Care Center	343	82	18	279	136	26	231	161	51	252	174	17	345	88	10	355	81	7	404	36	3	345	91	7
Family Child Care	57	9	2	43	25	0	40	25	3	53	15	0	59	9	0	61	7	0	64	4	0	57	11	0
Head Start	29	21	5	18	23	14	16	19	20	23	22	10	28	20	7	37	16	2	38	14	3	26	21	8
Home / Informal Care	422	125	36	268	239	76	211	247	125	300	230	53	399	154	30	431	137	15	479	95	9	375	175	33
Non-Public Nursery	660	85	10	536	200	19	476	245	34	543	198	14	652	97	5	638	108	9	710	40	5	659	91	4
Pre-Kindergarten	722	137	41	560	280	60	495	320	85	548	300	52	700	175	25	722	158	20	796	86	18	704	166	30
Special Education																								
Yes	93	43	41	51	76	50	48	67	62	54	64	49	97	46	34	95	60	22	110	46	21	83	58	36
No	2,140	416	71	1,653	827	147	1,421	950	256	1,655	875	97	2,086	497	43	2,149	447	31	2,381	229	17	2,083	497	46
Limited English Proficiency																								
Yes	28	11	2	12	17	12	12	17	12	12	18	11	25	11	5	28	11	2	40	1	0	23	14	4
No	2205	448	110	1692	886	185	1457	1000	306	1707	921	135	2158	532	72	2216	496	51	2451	274	38	2143	541	78
Free and Reduced Price Meals																								
Yes	94	26	8	60	53	15	60	47	21	62	56	10	83	40	5	98	28	2	105	21	2	87	34	7
No	2,139	433	104	1,644	850	182	1,409	970	297	1,657	883	136	2,100	503	72	2,146	479	51	2,386	254	36	2,079	521	75
* = fewer than 5																								

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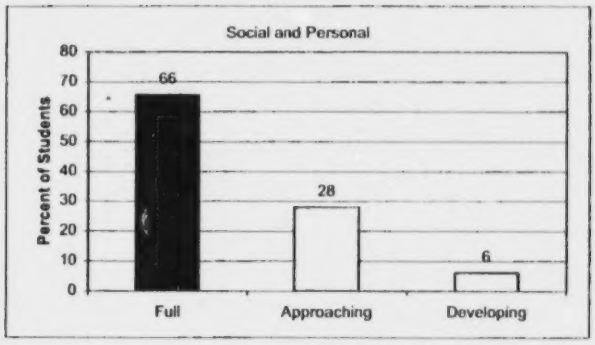
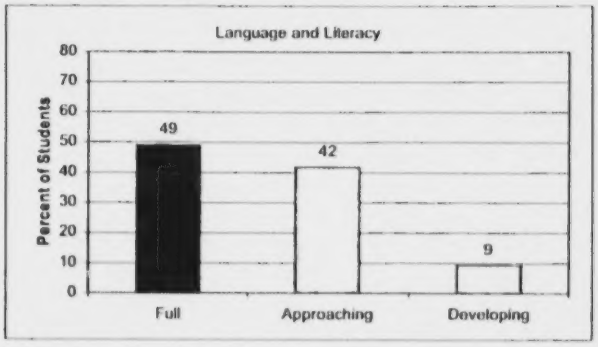
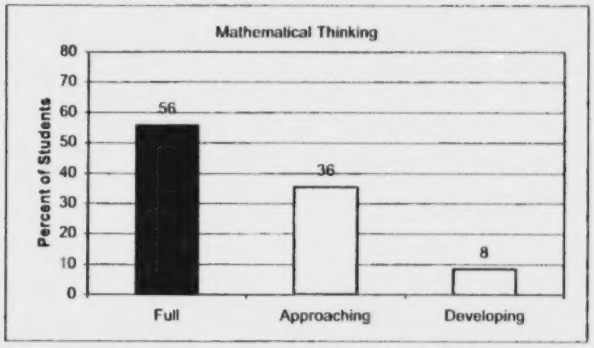
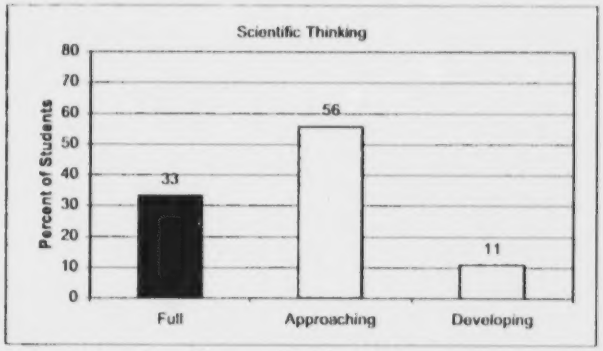
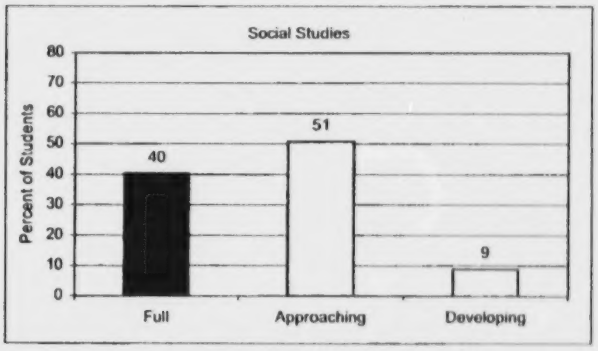
Howard County - Percentage of Kindergarten Students

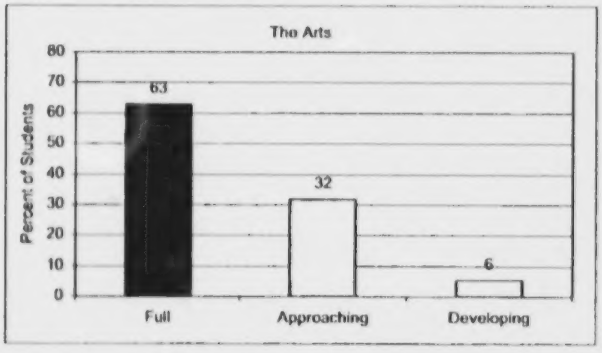


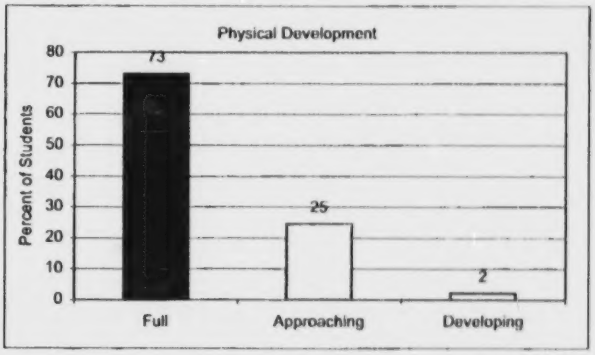


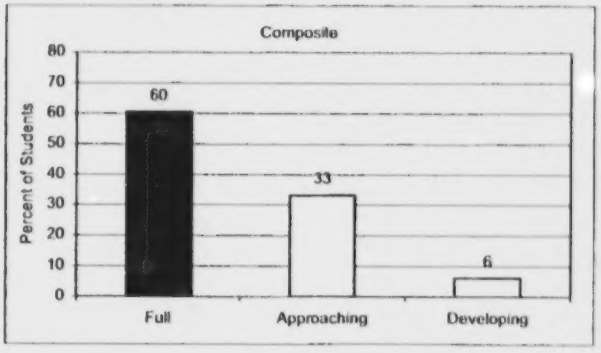












Howard County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	50	39	11	29	53	18	12	82	6	18	59	24	24	65	12	59	41	0	61	39	0	29	59	12
Asian/Pacific Islander	67	29	4	53	37	10	61	32	7	32	57	11	42	48	10	67	27	6	79	20	1	65	28	7
African American	51	37	12	35	51	14	40	45	15	18	65	17	31	54	15	56	36	8	63	33	5	45	45	10
White	69	26	5	53	40	7	60	33	7	38	54	9	43	50	7	64	31	5	75	23	2	64	31	5
Hispanic	57	35	8	30	45	25	40	42	18	21	60	19	28	51	21	56	35	9	72	26	2	45	42	13
Gender																								
Male	59	33	9	45	45	10	55	36	9	32	56	13	38	51	11	54	38	8	69	29	2	56	37	7
Female	74	23	3	54	38	8	57	35	8	35	56	9	43	50	7	73	24	3	79	19	2	66	29	5
Prior Care																								
Child Care Center	60	33	7	44	48	8	52	41	7	31	60	9	37	54	8	62	32	5	71	28	1	56	40	4
Family Child Care	61	29	10	35	47	17	41	42	16	22	62	16	32	51	17	60	34	6	67	30	3	50	34	16
Head Start	45	45	11	21	63	16	32	55	13	17	66	17	30	57	13	59	35	7	63	35	1	38	51	11
Home / Informal Care	53	37	10	33	46	22	42	37	21	19	62	19	28	54	18	52	39	10	66	31	4	41	45	15
Non-public Nursery	74	23	3	61	34	4	66	31	4	43	51	6	47	50	3	68	29	3	79	20	1	71	26	3
Pre-Kindergarten	64	28	8	46	44	10	55	36	9	28	58	14	37	51	12	60	33	7	72	24	4	59	34	7
Special Education																								
Yes	61	29	10	27	57	16	44	44	13	29	56	15	30	52	18	42	43	14	50	43	7	36	48	16
No	68	27	5	52	40	8	58	35	8	35	56	9	42	50	7	65	30	4	76	23	2	63	32	5
Limited English Proficiency																								
Yes	62	31	8	51	39	11	49	38	13	37	51	12	40	48	12	52	40	8	68	28	4	59	33	8
No	66	28	6	49	42	9	57	35	8	33	57	10	41	51	8	64	30	5	74	24	2	61	33	6
Free and Reduced Price Meals																								
Yes	61	28	11	41	44	16	48	36	16	41	43	16	44	39	17	55	35	10	69	25	6	55	32	12
No	66	28	6	50	42	9	57	36	8	33	57	10	40	52	8	64	31	5	74	24	2	61	33	6

* = fewer than 5

May not total 100% due to rounding.

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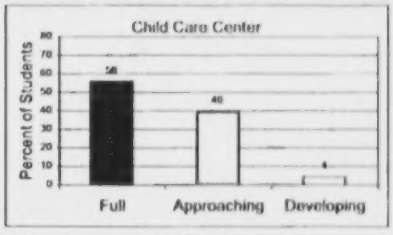
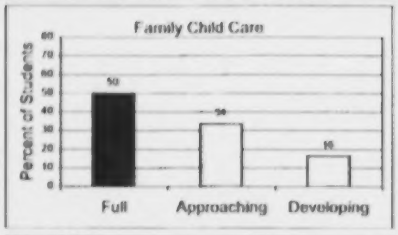
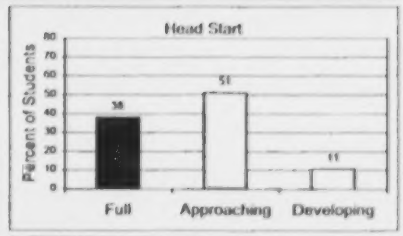
Howard County 2002-2003

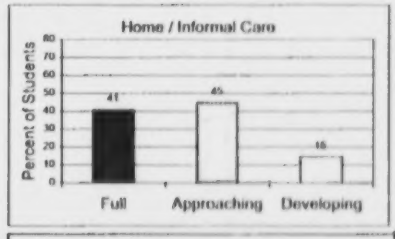
Disaggregated by Prior Care Composite Score

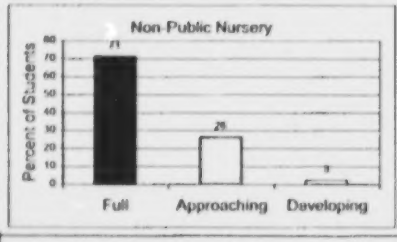
Entering Kindergarten

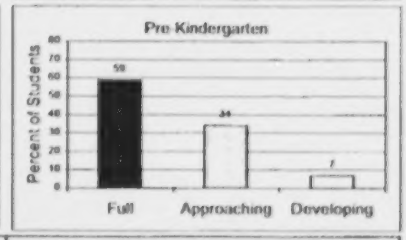












Child Care Center

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Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

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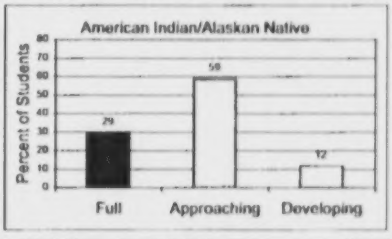
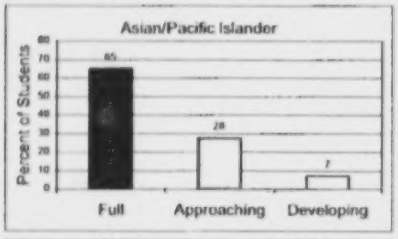
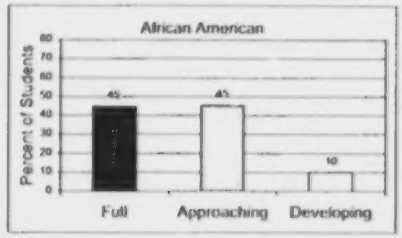
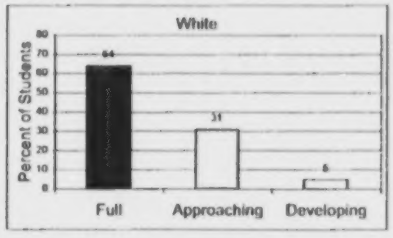
Disaggregated by Race / Ethnicity Composite Score

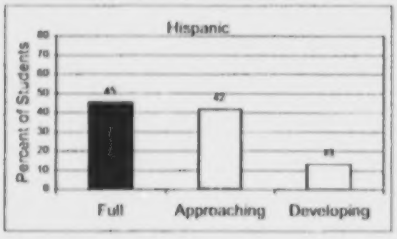
Entering Kindergarten











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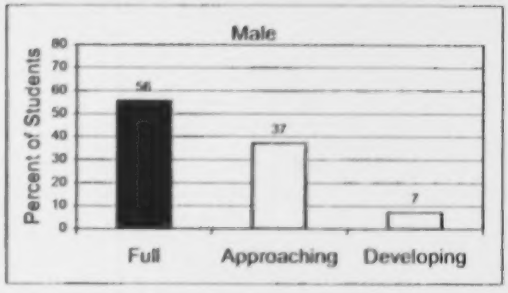
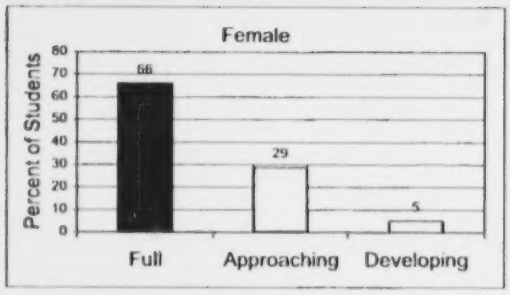
Howard County 2002-2003

Disaggregated by Gender Composite Score

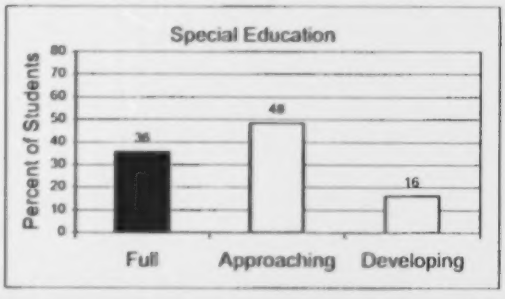
Entering Kindergarten

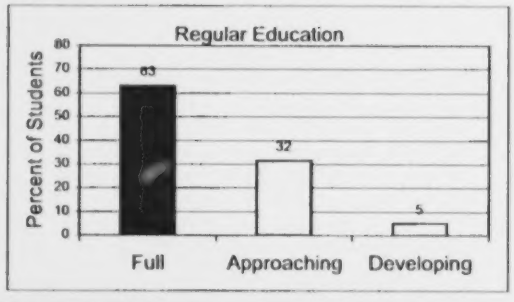




Disaggregated by Special Education Composite Score

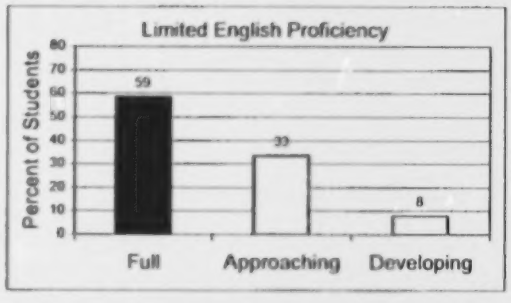
Entering Kindergarten

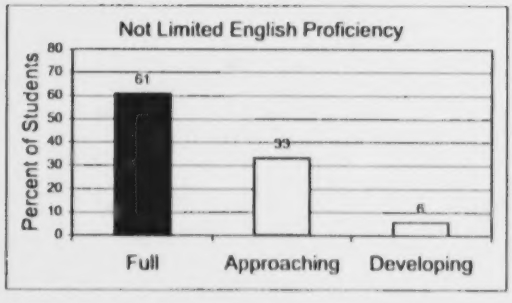




Disaggregated by Limited English Proficiency Composite Score

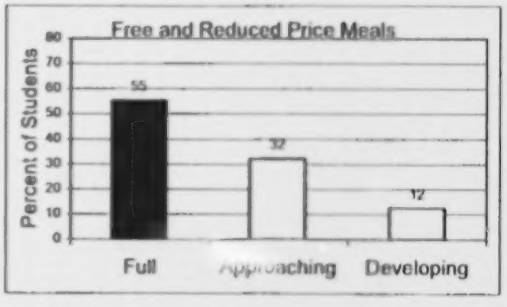
Entering Kindergarten

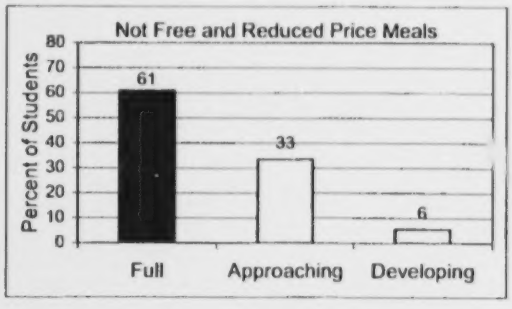




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Howard County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	7	2	5	9	3	2	14	1	3	10	4	4	11	2	10	7	0	11	7	0	5	10	2
Asian/Pacific Islander	202	88	13	154	109	30	186	98	20	96	168	33	125	142	31	198	81	17	241	60	3	176	75	19
African American	208	151	50	138	205	57	166	188	64	72	264	71	127	220	59	232	149	34	261	136	19	162	164	36
White	1,310	484	95	971	738	130	1,145	639	128	705	1,008	167	798	937	125	1,212	588	90	1,432	444	37	1,082	523	82
Hispanic	58	36	8	28	42	23	41	43	19	21	60	19	27	50	21	57	35	9	73	27	2	38	35	11
Gender																								
Male	865	480	131	645	647	144	829	535	132	463	821	185	554	748	154	798	563	114	1,023	431	37	732	489	95
Female	922	287	37	651	457	99	712	446	101	433	691	109	527	613	84	910	299	36	995	244	24	730	320	55
Prior Care																								
Child Care Center	197	109	23	139	152	26	174	135	23	99	194	30	121	177	27	206	107	17	236	92	4	164	117	13
Family Child Care	70	33	12	39	52	19	48	49	19	25	70	18	37	58	19	68	39	7	77	34	4	52	35	17
Head Start	41	41	10	19	57	14	30	52	12	16	61	16	28	52	12	54	32	6	59	33	1	32	43	9
Home / Informal Care	162	113	30	99	138	65	131	114	66	58	189	58	84	162	54	157	118	29	203	94	11	112	123	40
Non-Public Nursery	787	241	29	628	353	46	701	328	40	458	532	63	487	516	35	714	299	35	843	217	10	665	247	24
Pre-Kindergarten	441	193	52	307	291	65	383	249	62	194	393	94	252	340	81	420	228	48	503	168	27	356	206	42
Special Education																								
Yes	60	29	10	26	55	16	44	44	13	28	54	15	29	51	18	42	43	14	51	43	7	31	42	14
No	1,697	683	129	1,256	980	200	1,466	879	192	860	1,399	232	1,043	1,246	182	1,634	762	110	1,919	580	40	1,413	709	115
Limited English Proficiency																								
Yes	168	83	21	131	100	28	136	106	35	100	137	32	105	124	31	140	109	21	187	77	10	133	76	18
No	1620	678	142	1165	1002	208	1405	870	191	797	1373	253	977	1233	199	1570	744	126	1831	592	47	1330	728	125
Free and Reduced Price Meals																								
Yes	103	48	19	65	70	25	83	62	28	69	71	27	70	63	27	93	60	17	119	43	11	76	44	17
No	1,684	714	147	1,232	1,031	212	1,459	917	196	829	1,437	262	1,011	1,296	204	1,617	796	129	1,899	628	48	1,388	762	126
* = fewer than 5																								

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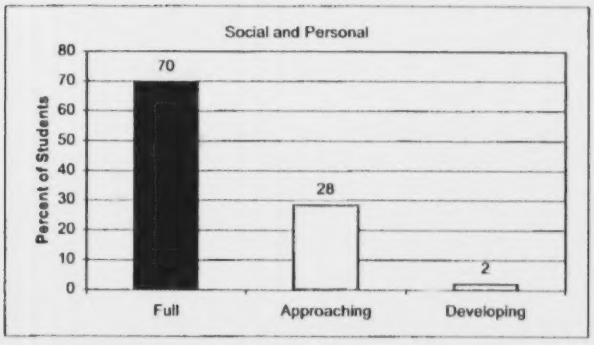
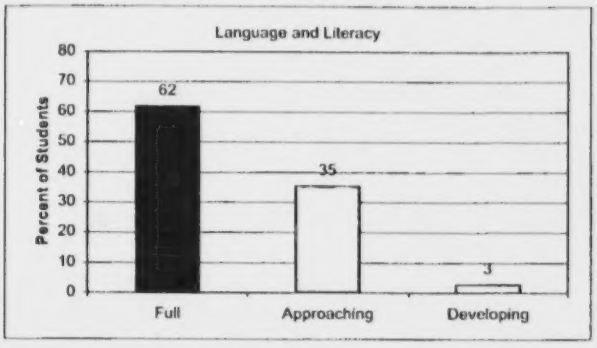
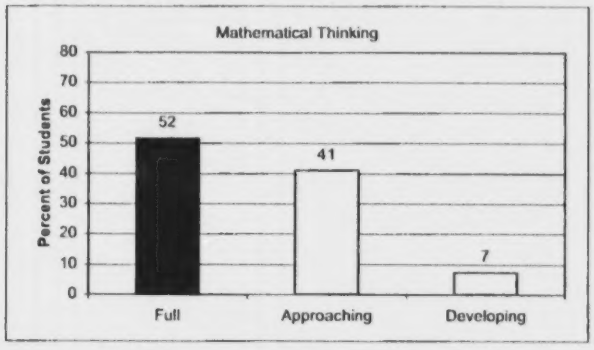
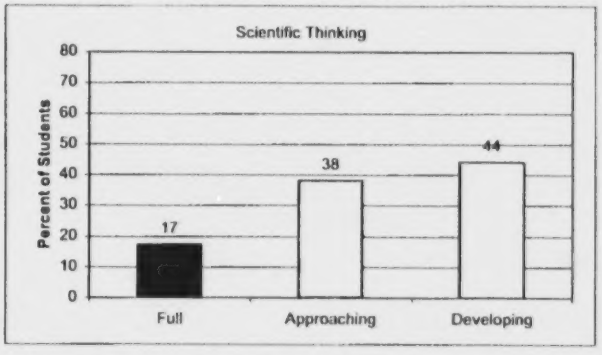
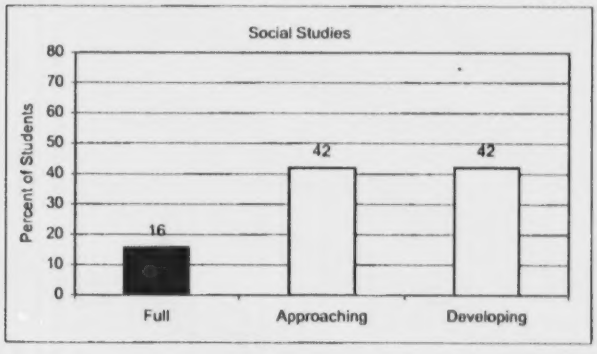
Kent County - Percentage of Kindergarten Students

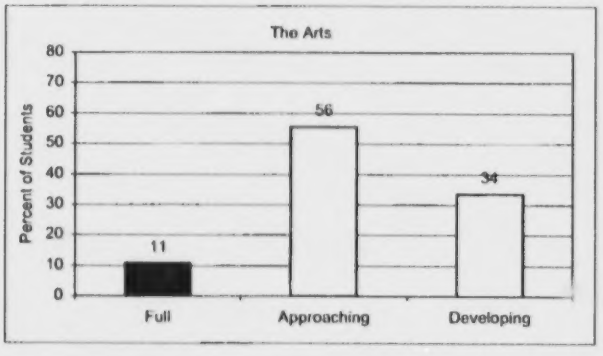


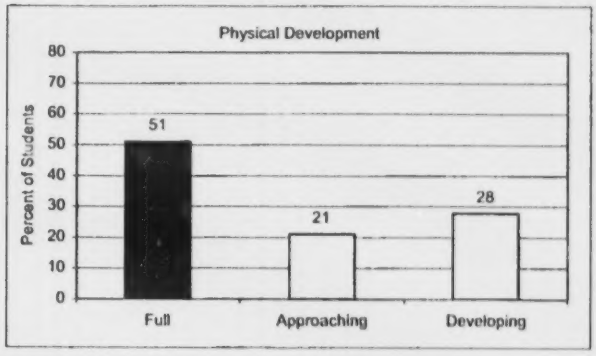


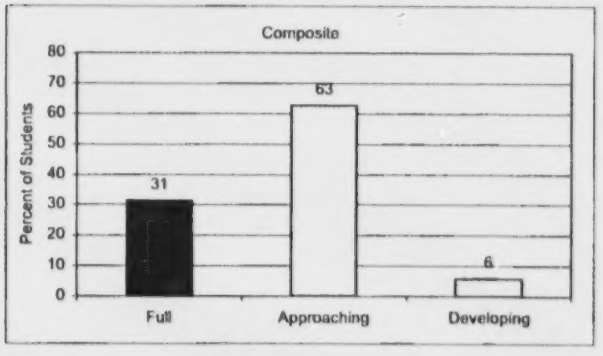












Kent County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	52	46	2	59	39	2	64	30	6	33	33	33	37	37	27	6	77	17	63	28	9	42	58	0
White	80	18	2	69	29	2	51	44	5	13	42	45	9	45	45	14	48	38	49	17	33	31	62	7
Hispanic	57	43	0	14	71	14	0	86	14	0	29	71	0	43	57	0	29	71	0	33	67	0	100	0
Gender																								
Male	51	43	6	45	49	6	68	24	8	21	58	21	18	61	21	6	86	8	63	35	2	37	56	7
Female	74	26	0	72	28	0	78	16	5	32	63	5	32	61	8	24	73	4	80	20	0	65	32	3
Prior Care																								
Child Care Center	82	18	0	91	9	0	55	45	0	0	0	100	0	0	100	0	55	45	45	9	45	0	100	0
Family Child Care	60	20	20	*	*	*	20	60	20	0	60	40	0	40	60	0	60	40	60	40	0	*	*	*
Head Start	50	50	0	31	69	0	36	50	14	8	42	50	10	60	30	7	64	29	38	46	15	13	88	0
Home / Informal Care	75	25	0	50	50	0	25	63	13	13	38	50	13	50	38	0	38	63	25	25	50	13	75	13
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	70	28	2	63	34	3	57	37	6	21	39	39	19	42	39	14	56	30	55	19	27	38	58	4
Special Education																								
Yes	42	58	0	18	73	9	45	45	9	30	60	10	22	67	11	17	58	25	18	73	9	22	78	0
No	72	26	2	65	32	2	52	41	7	16	36	48	15	40	45	10	55	34	54	17	29	32	61	6
Limited English Proficiency																								
Yes	40	60	0	20	60	20	0	80	20	0	40	60	0	40	60	0	40	60	*	*	*	*	*	*
No	71	27	2	63	35	2	53	40	7	18	38	44	17	42	41	11	56	33	52	20	27	33	61	6
Free and Reduced Price Meals																								
Yes	56	41	3	42	52	7	48	39	13	21	38	42	22	41	37	5	67	29	55	27	18	31	60	10
No	79	20	1	76	24	0	54	43	3	15	39	46	11	43	46	15	48	37	48	17	34	32	65	3

* = fewer than 5

May not total 100% due to rounding.

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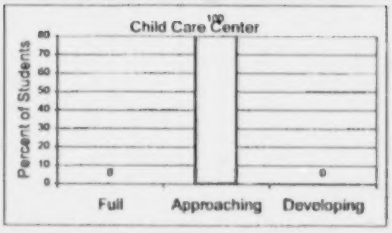
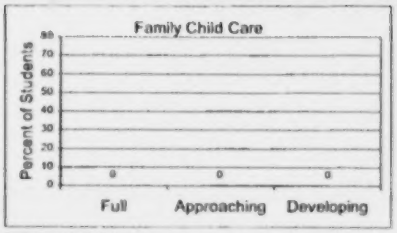
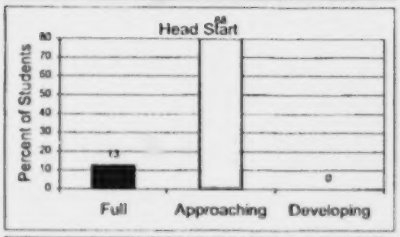
Kent County 2002-2003

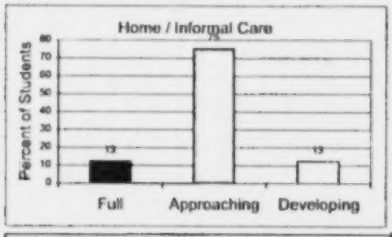
Disaggregated by Prior Care Composite Score

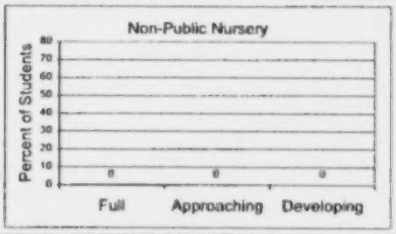
Entering Kindergarten

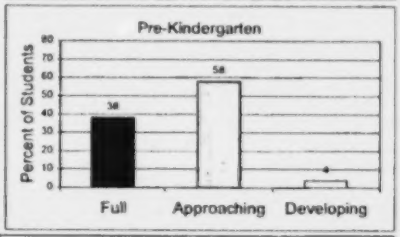












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

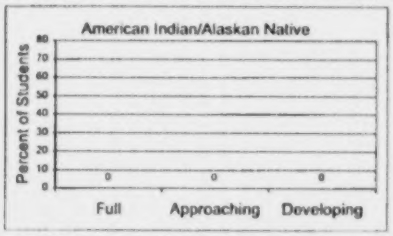
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

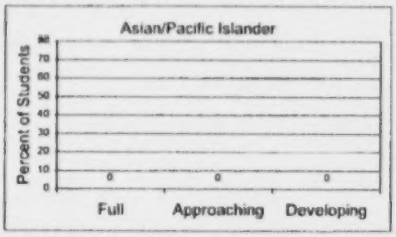
Pre-kindergarten

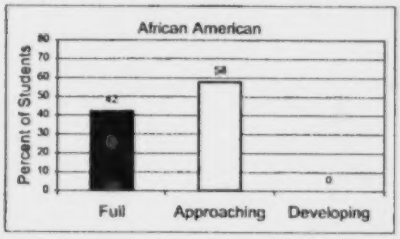
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

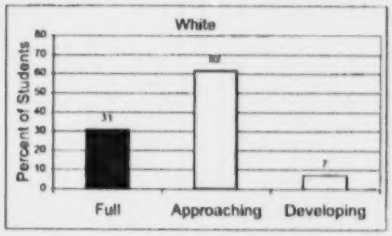
Disaggregated by Race / Ethnicity Composite Score

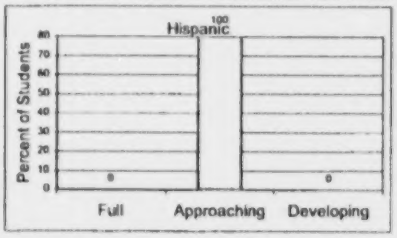
Entering Kindergarten











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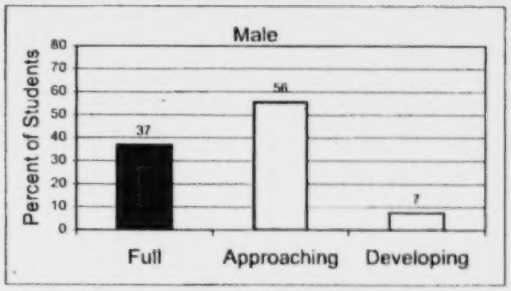
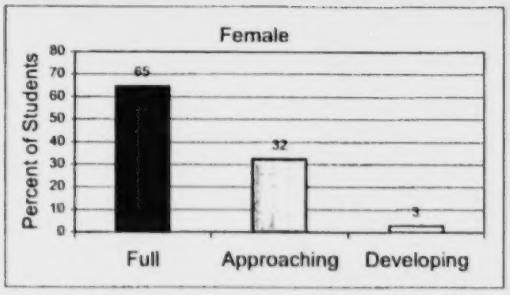
Kent County 2002-2003

Disaggregated by Gender Composite Score

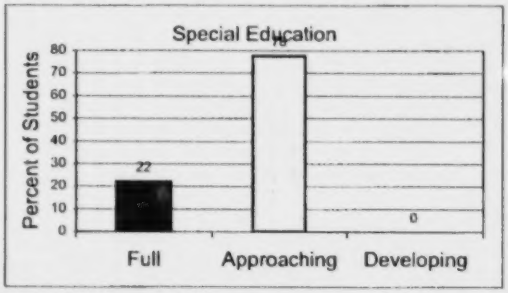
Entering Kindergarten

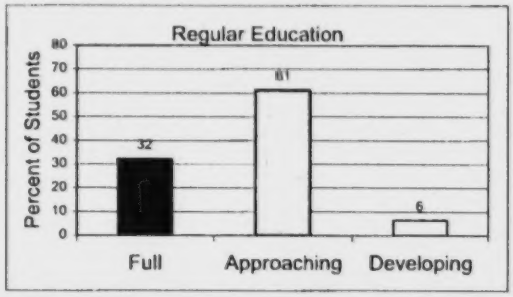




Disaggregated by Special Education Composite Score

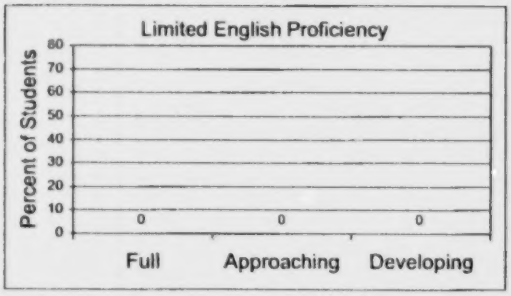
Entering Kindergarten

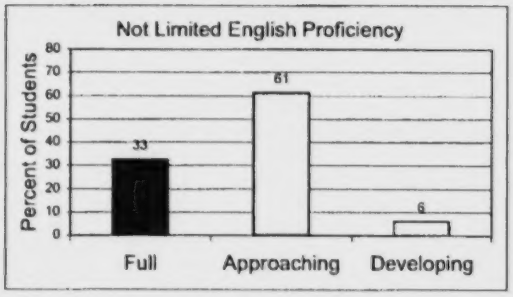




Disaggregated by Limited English Proficiency Composite Score

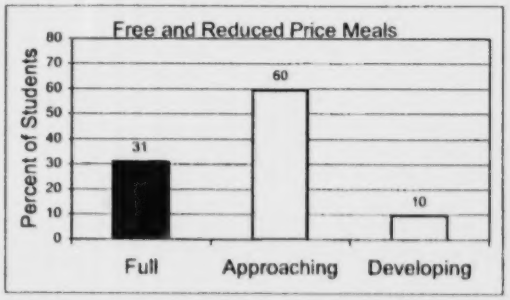
Entering Kindergarten

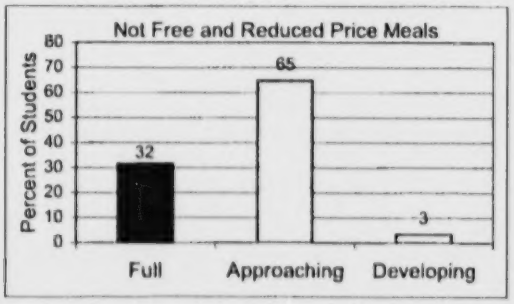




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Kent County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	24	21	1	27	18	1	30	14	3	10	10	10	11	11	8	3	36	8	29	13	4	11	15	0
White	74	17	2	61	26	2	47	41	5	10	32	34	7	34	34	13	45	35	46	16	31	21	42	5
Hispanic	4	3	0	1	5	1	0	6	1	0	2	5	0	3	4	0	2	5	0	2	4	0	6	0
Gender																								
Male	26	22	3	21	23	3	34	12	4	7	19	7	6	20	7	3	43	4	31	17	1	10	15	2
Female	40	14	0	38	15	0	43	9	3	12	24	2	12	23	3	13	40	2	44	11	0	22	11	1
Prior Care																								
Child Care Center	9	2	0	10	1	0	6	5	0	0	0	5	0	0	5	0	6	5	5	1	5	0	5	0
Family Child Care	3	1	1	*	*	*	1	3	1	0	3	2	0	2	3	0	3	2	3	2	0	*	*	*
Head Start	7	7	0	4	9	0	5	7	2	1	5	6	1	6	3	1	9	4	5	6	2	1	7	0
Home / Informal Care	6	2	0	4	4	0	2	5	1	1	3	4	1	4	3	0	3	5	2	2	4	1	6	1
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	76	30	2	67	36	3	62	40	7	18	33	33	16	36	33	15	61	33	59	20	29	29	44	3
Special Education																								
Yes	5	7	0	2	8	1	5	5	1	3	6	1	2	6	1	2	7	3	2	8	1	2	7	0
No	98	35	3	87	43	3	72	56	10	17	38	50	16	42	47	14	76	47	73	23	40	30	57	6
Limited English Proficiency																								
Yes	2	3	0	1	3	1	0	4	1	0	2	3	0	2	3	0	2	3	*	*	*	*	*	*
No	101	39	3	88	48	3	77	57	10	20	42	48	18	46	45	16	81	47	75	29	39	32	60	6
Free and Reduced Price Meals																								
Yes	34	25	2	25	31	4	30	24	8	10	18	20	11	20	18	3	42	18	33	16	11	13	25	4
No	69	17	1	64	20	0	47	37	3	10	26	31	7	28	30	13	41	32	42	15	30	19	39	2

* = fewer than 5

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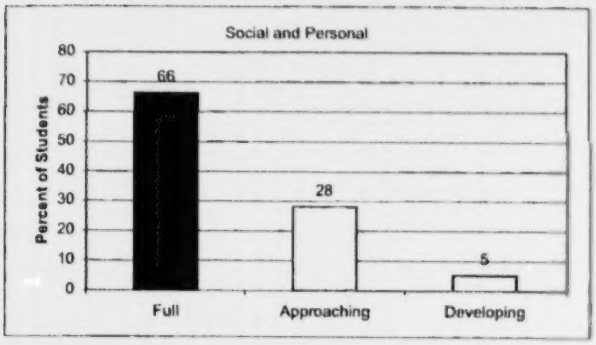
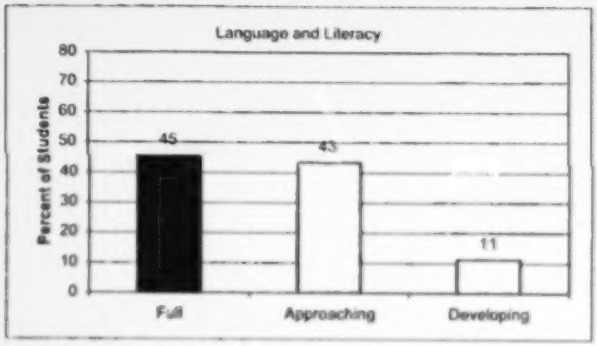
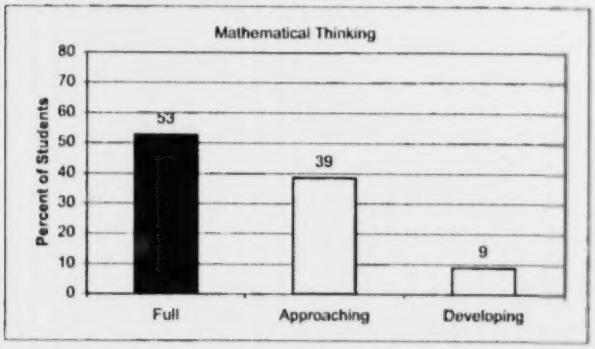
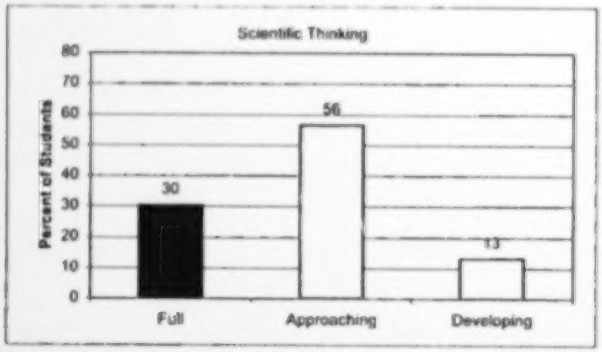
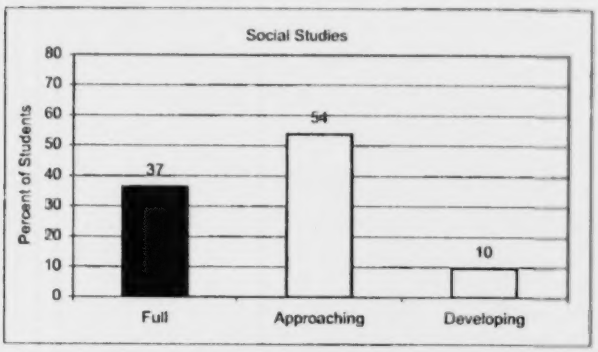
Montgomery County - Percentage of Kindergarten Students

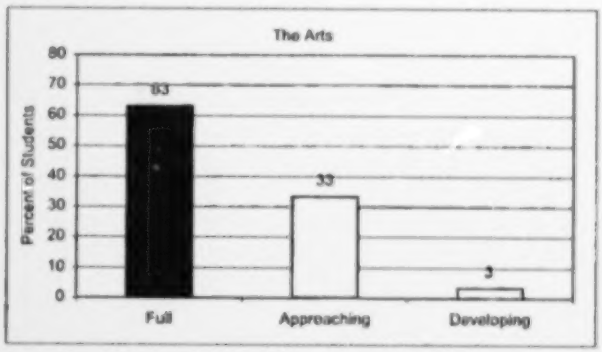


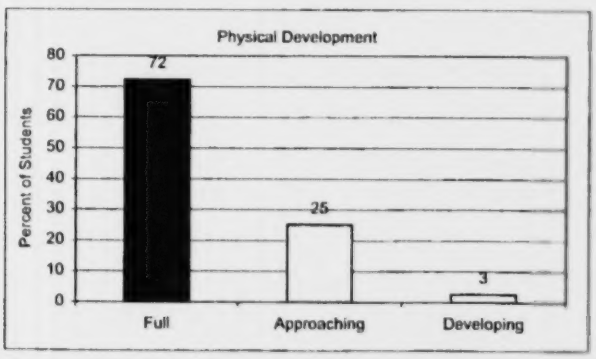


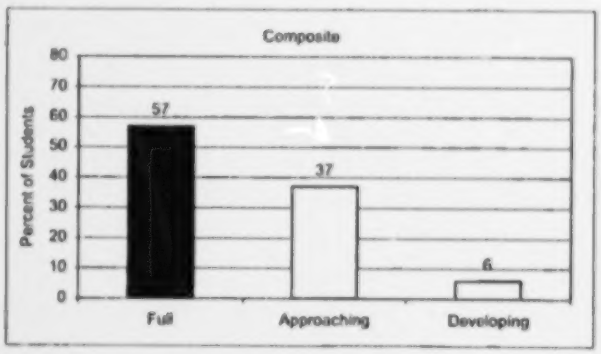












Montgomery County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	62	33	4	41	50	9	53	40	7	27	63	10	23	70	7	60	38	2	66	34	0	55	39	5
Asian/Pacific Islander	71	25	4	46	43	11	57	36	7	31	55	14	38	53	9	62	36	3	77	22	2	59	35	6
African American	58	34	8	40	47	13	46	43	11	25	61	14	32	57	10	62	34	4	66	30	4	52	41	7
White	73	24	3	57	38	6	62	34	4	39	53	8	45	50	4	68	30	2	77	22	2	66	31	3
Hispanic	59	34	7	28	51	21	37	45	17	18	59	23	24	57	19	56	38	6	67	30	4	43	46	12
Gender																								
Male	58	34	7	42	45	13	51	39	10	29	56	14	34	55	11	55	40	5	66	30	4	51	41	7
Female	75	22	3	49	41	9	54	38	8	32	57	12	39	53	8	72	26	2	79	20	1	63	32	4
Prior Care																								
Child Care Center	61	33	6	49	44	8	57	36	7	30	59	12	36	56	9	67	28	5	72	24	4	61	32	6
Family Child Care	56	36	8	40	44	16	45	43	13	21	56	23	33	53	14	58	40	2	62	31	7	48	42	10
Head Start	63	32	5	39	50	11	46	44	9	26	60	14	31	59	10	61	36	3	70	28	2	51	43	5
Home / Informal Care	55	37	8	28	48	24	41	40	19	18	62	20	22	61	17	51	42	7	64	31	5	41	46	13
Non-public Nursery	79	18	3	61	35	4	69	29	3	42	51	7	51	46	3	73	26	1	83	17	1	72	26	2
Pre-Kindergarten	59	29	12	42	45	13	50	39	12	19	64	16	28	57	15	56	36	7	59	33	8	49	40	11
Special Education																								
Yes	30	45	24	14	48	38	19	47	34	6	49	45	11	47	43	32	48	19	32	45	23	19	44	36
No	67	28	5	47	43	10	54	38	8	31	57	12	37	54	9	64	33	3	74	24	2	58	37	5
Limited English Proficiency																								
Yes	80	16	4	22	53	25	33	48	19	16	59	26	21	58	22	51	43	6	65	32	3	37	51	12
No	14	73	13	50	42	9	56	37	7	33	56	11	39	53	7	65	32	3	73	24	3	60	35	5
Free and Reduced Price Meals																								
Yes	78	18	4	31	50	19	39	45	16	21	60	19	26	57	17	56	38	6	65	31	4	44	46	10
No	65	30	5	51	41	8	58	36	6	34	55	11	41	53	7	66	32	2	75	23	2	62	33	4
* = fewer than 5	May not total 100% due to rounding																							

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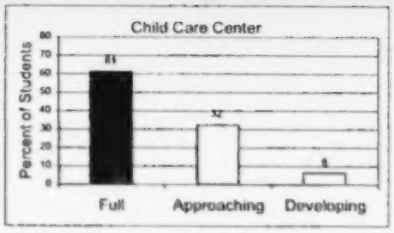
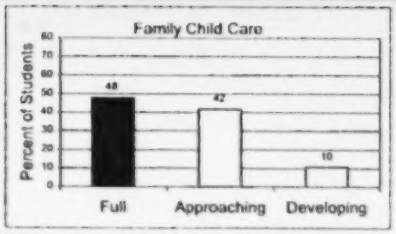
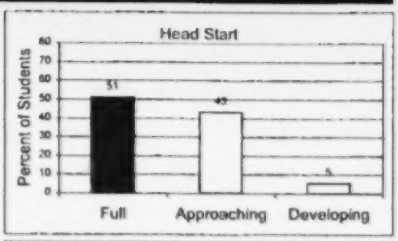
Montgomery County 2002-2003

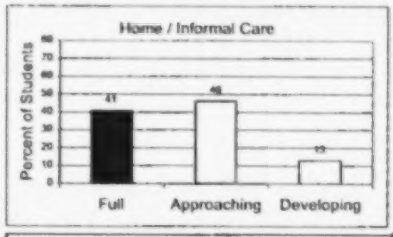
Disaggregated by Prior Care Composite Score

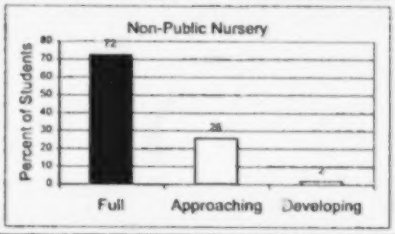
Entering Kindergarten

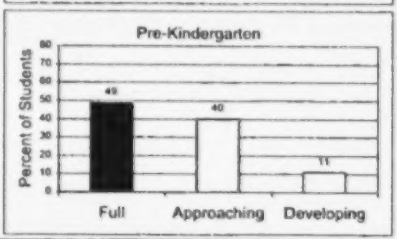












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

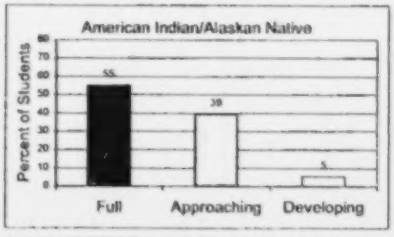
Home/Informal Care
Care by parent(s) or a relative.

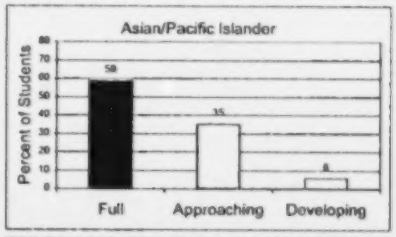
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

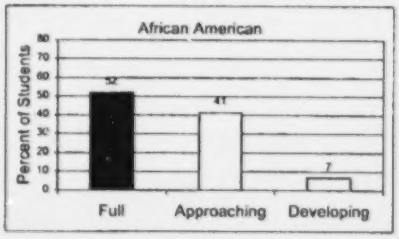
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

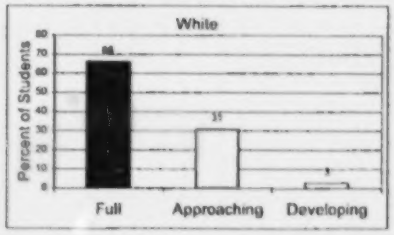
Disaggregated by Race / Ethnicity Composite Score

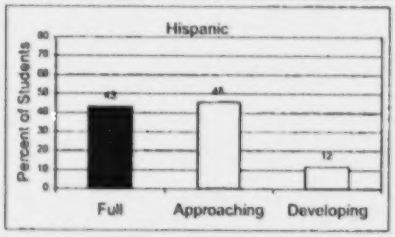
Entering Kindergarten











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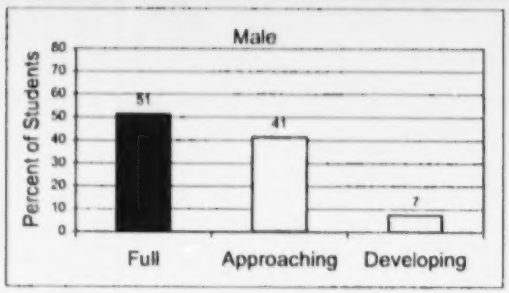
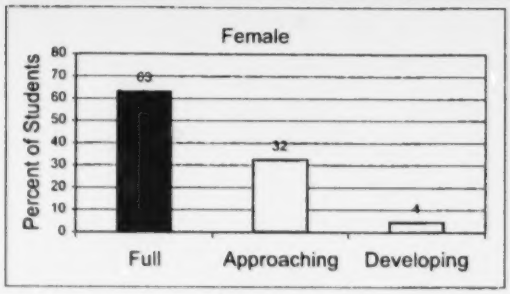
Montgomery County 2002-2003

Disaggregated by Gender Composite Score

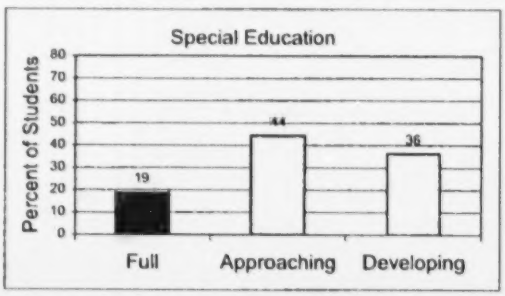
Entering Kindergarten

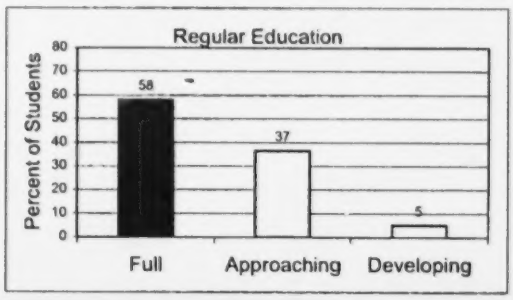




Disaggregated by Special Education Composite Score

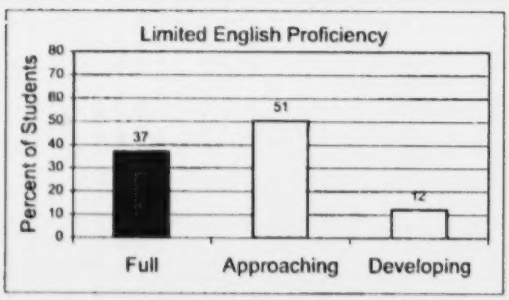
Entering Kindergarten

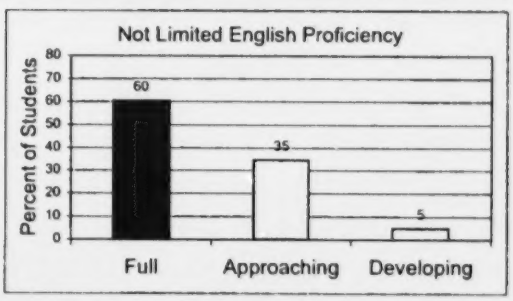




Disaggregated by Limited English Proficiency Composite Score

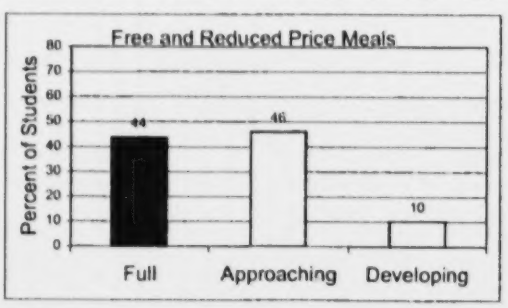
Entering Kindergarten

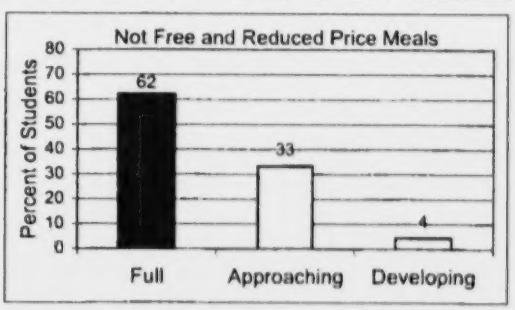




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Montgomery County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	28	15	2	18	22	4	24	18	3	11	26	4	10	31	3	27	17	1	29	15	0	21	15	2
Asian/Pacific Islander	923	328	57	586	546	134	752	468	94	384	671	166	485	684	119	797	461	37	1,012	284	24	629	378	62
African American	1,112	643	154	744	873	237	893	825	204	444	1,109	256	603	1,067	191	1,183	637	76	1,278	572	77	820	656	105
White	2,753	891	124	2,072	1,379	207	2,348	1,278	148	1,374	1,865	269	1,653	1,838	164	2,528	1,121	73	2,912	822	60	2,070	968	91
Hispanic	1,134	661	139	532	943	392	724	885	340	334	1,065	414	450	1,097	364	1,071	723	109	1,299	577	72	678	720	182
Gender																								
Male	2,722	1,600	345	1,889	2,046	590	2,390	1,831	461	1,277	2,462	628	1,552	2,487	494	2,560	1,841	212	3,126	1,405	173	1,973	1,585	285
Female	3,230	943	132	2,065	1,721	386	2,353	1,648	329	1,271	2,277	482	1,650	2,235	349	3,048	1,123	85	3,406	869	61	2,246	1,154	158
Prior Care																								
Child Care Center	216	117	22	164	148	26	206	129	26	97	192	39	124	195	30	235	98	19	257	84	14	170	90	18
Family Child Care	48	31	7	32	35	13	36	34	10	17	45	18	28	46	12	50	34	2	52	26	6	32	28	7
Head Start	1,401	704	119	835	1,067	231	1,034	988	208	530	1,248	299	675	1,290	227	1,334	788	68	1,561	621	49	932	789	99
Home / Informal Care	364	240	53	179	310	156	272	267	130	109	385	127	145	395	109	324	269	44	425	207	32	213	243	68
Non-Public Nursery	783	174	28	575	332	38	682	288	25	390	469	64	490	443	30	712	253	12	824	169	5	570	203	15
Pre-Kindergarten	276	136	57	189	200	58	234	182	55	85	281	72	128	261	66	258	167	33	280	158	36	184	152	42
Special Education																								
Yes	85	128	69	40	132	105	53	133	96	15	131	119	29	128	118	90	134	53	93	129	67	43	100	82
No	5,862	2,417	410	3,922	3,636	874	4,698	3,348	696	2,535	4,613	992	3,179	4,598	727	5,526	2,831	246	6,447	2,145	170	4,182	2,640	362
Limited English Proficiency																								
Yes	2408	472	121	282	682	326	433	642	253	195	726	320	272	758	286	673	565	75	868	423	43	404	551	134
No	408	2074	358	3680	3087	653	4318	2840	539	2355	4019	791	2936	3969	559	4943	2401	224	5672	1852	194	3821	2190	310
Free and Reduced Price Meals																								
Yes	3,911	895	215	773	1,232	472	986	1,156	402	497	1,419	464	653	1,426	419	1,408	948	146	1,663	782	107	917	967	212
No	3,630	1,651	264	3,189	2,537	507	3,765	2,326	390	2,053	3,326	647	2,555	3,301	426	4,208	2,018	153	4,877	1,493	130	3,308	1,774	232
* = fewer than 5																								

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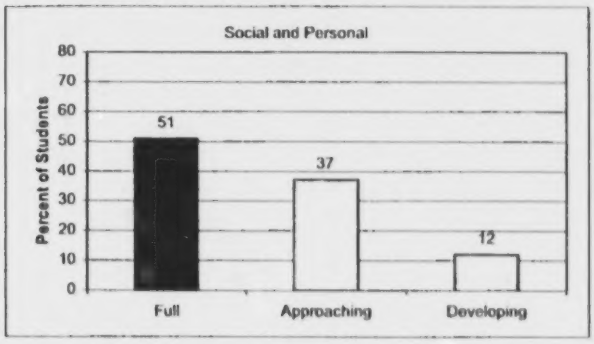
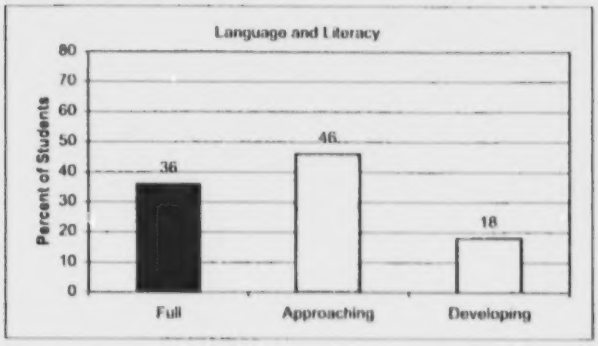
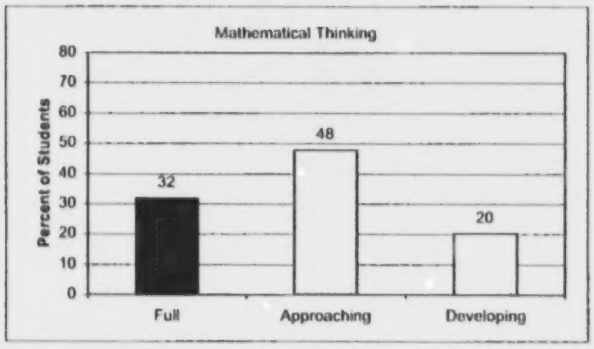
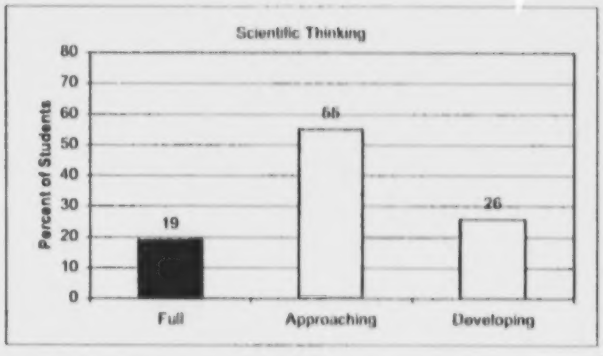
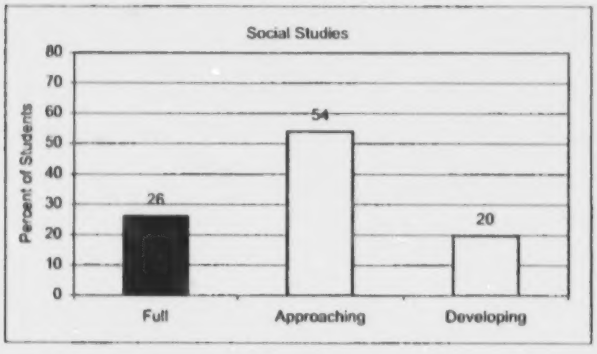
Prince Georges County - Percentage of Kindergarten Students

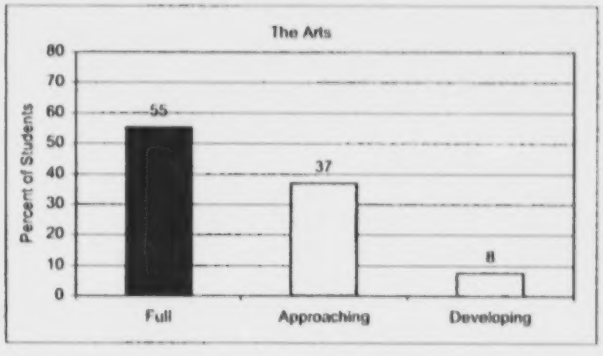


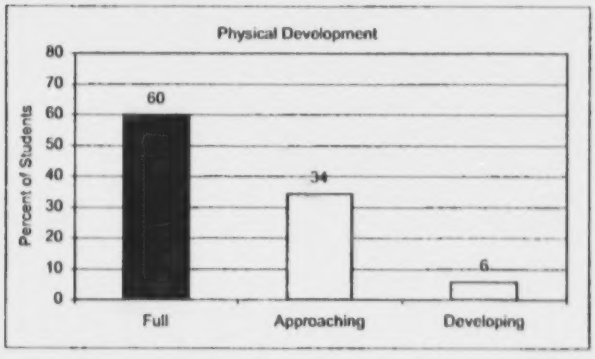


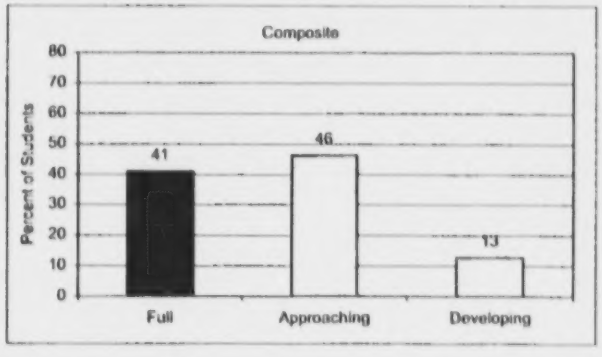












Prince Georges County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	46	36	18	28	53	19	26	53	21	16	62	22	26	58	16	42	49	9	50	45	5	37	52	11
Asian/Pacific Islander	61	29	10	41	41	19	42	41	17	26	51	23	33	48	20	57	34	9	67	26	7	50	38	12
African American	50	38	12	38	46	16	32	48	19	19	57	24	27	55	19	56	37	7	60	34	6	42	46	12
White	54	36	10	41	45	14	37	49	14	26	51	23	32	53	14	55	37	8	60	33	6	44	46	10
Hispanic	52	36	11	23	48	28	24	48	29	13	48	39	18	52	30	51	38	11	58	36	6	32	49	19
Gender																								
Male	42	41	16	31	48	21	29	48	23	17	53	29	23	54	23	48	42	10	54	38	8	34	50	16
Female	60	33	7	41	44	14	35	48	17	21	57	22	30	54	16	63	32	5	66	30	4	48	43	9
Prior Care																								
Child Care Center	49	39	12	43	45	12	37	48	15	21	60	19	29	55	16	59	35	6	61	35	4	46	45	10
Family Child Care	52	37	11	34	47	19	29	51	20	17	56	27	26	56	18	55	37	7	60	33	6	39	49	12
Head Start	49	39	12	35	51	14	32	51	17	21	57	22	30	55	15	57	38	5	62	33	6	41	49	10
Home / Informal Care	47	38	15	24	48	29	22	48	30	12	53	35	19	53	27	48	41	11	54	39	8	31	50	19
Non-public Nursery	57	34	9	48	40	12	42	44	14	28	52	20	34	51	15	64	30	5	66	29	5	52	39	9
Pre-Kindergarten	55	35	10	42	46	13	37	47	16	23	55	22	29	54	17	58	36	7	64	31	5	46	44	9
Special Education																								
Yes	38	39	23	22	49	30	19	41	40	11	40	49	12	47	41	36	40	24	43	40	17	23	51	26
No	52	37	11	37	46	17	32	48	19	20	56	25	27	54	19	56	37	7	61	34	5	42	46	12
Limited English Proficiency																								
Yes	50	38	13	20	49	31	23	47	30	11	48	41	17	51	32	50	38	13	59	34	7	31	49	21
No	51	37	12	38	46	16	33	48	19	20	56	24	28	54	18	56	37	7	60	34	6	43	46	11
Free and Reduced Price Meals																								
Yes	48	38	14	30	48	22	27	48	25	15	54	31	23	54	24	53	38	9	58	35	7	36	47	16
No	54	36	10	44	43	13	38	48	14	23	57	20	31	54	15	58	36	5	63	33	4	47	45	8

* = fewer than 5 | May not total 100% due to rounding

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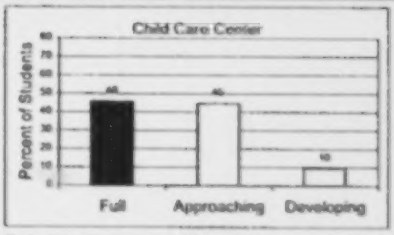
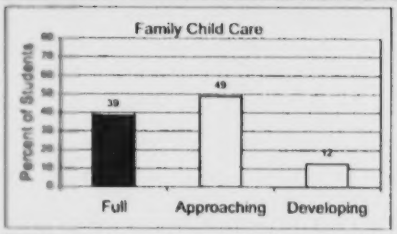
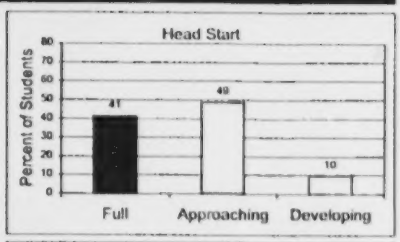
Prince Georges County 2002-2003

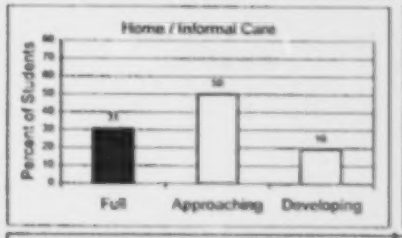
Disaggregated by Prior Care Composite Score

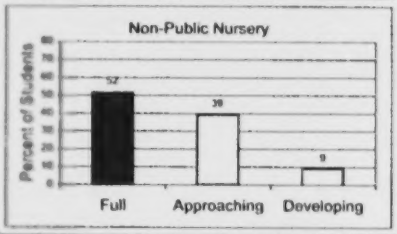
Entering Kindergarten

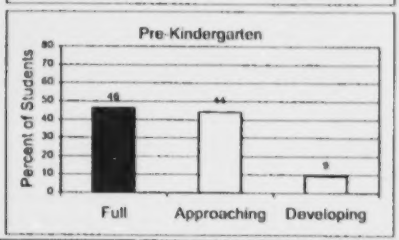












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

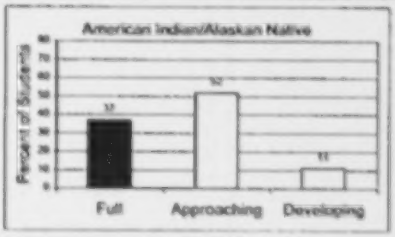
Home/Informal Care
Care by parent(s) or a relative.

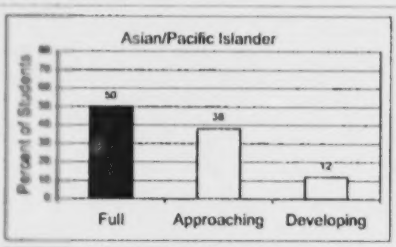
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

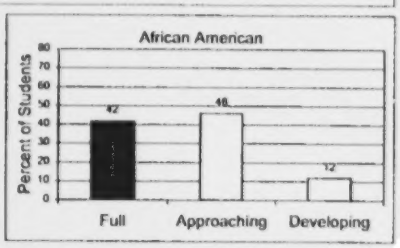
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

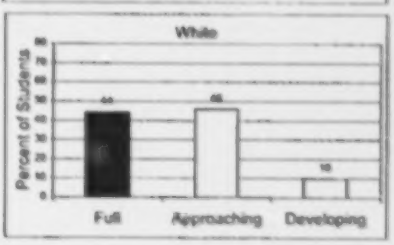
Disaggregated by Race / Ethnicity Composite Score

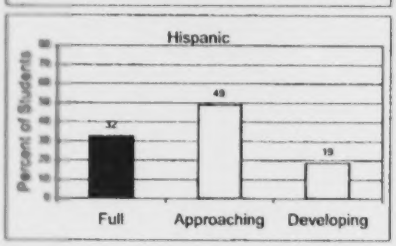
Entering Kindergarten











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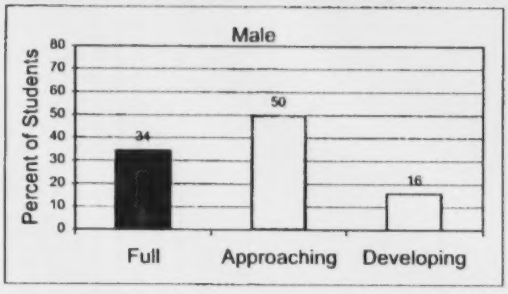
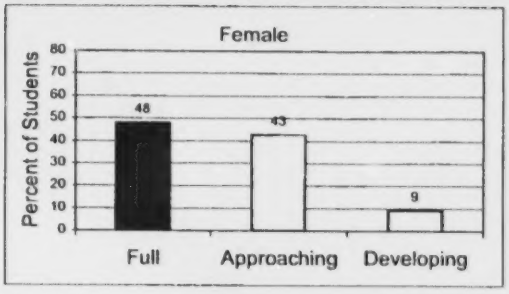
Prince Georges County 2002-2003

Disaggregated by Gender Composite Score

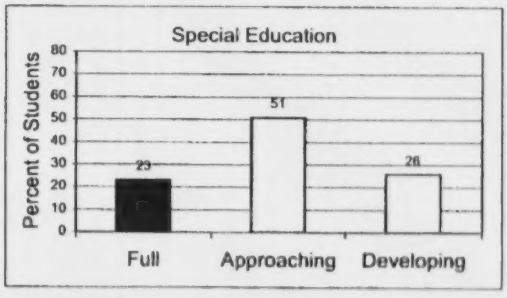
Entering Kindergarten

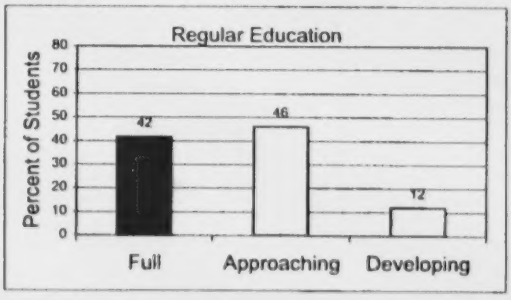




Disaggregated by Special Education Composite Score

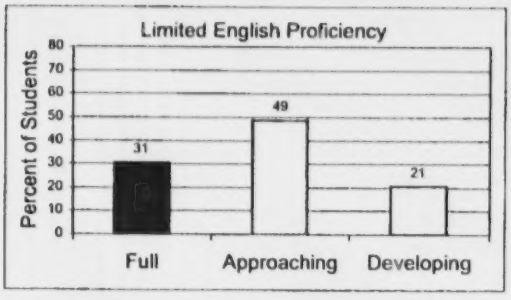
Entering Kindergarten

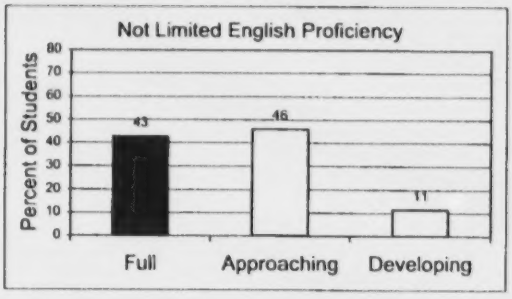




Disaggregated by Limited English Proficiency Composite Score

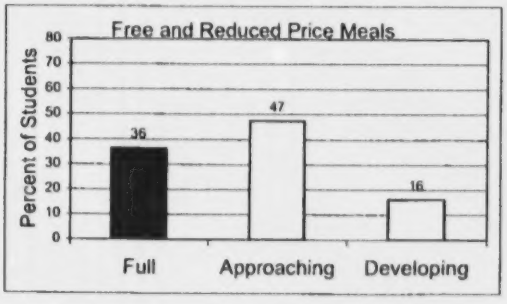
Entering Kindergarten

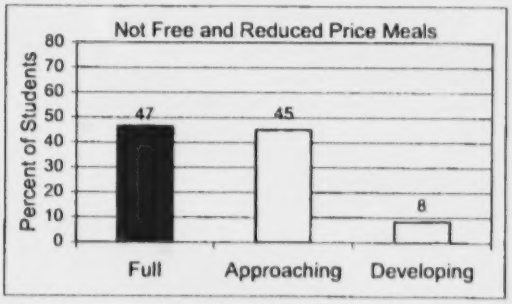




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Prince Georges County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	35	27	14	21	40	14	20	41	16	12	48	17	20	45	12	32	38	7	38	34	4	27	38	8
Asian/Pacific Islander	182	85	30	117	117	54	124	122	52	77	151	67	94	137	57	165	100	26	198	77	21	135	103	32
African American	3,073	2,348	763	2,313	2,818	1,001	2,030	3,014	1,220	1,181	3,530	1,468	1,649	3,369	1,142	3,471	2,285	426	3,740	2,142	352	2,415	2,671	687
White	411	274	79	309	341	109	283	379	109	200	389	173	241	402	109	420	282	58	463	257	49	318	329	71
Hispanic	642	445	139	282	592	348	297	594	357	161	588	486	228	641	364	629	463	135	725	442	74	375	565	216
Gender																								
Male	1,862	1,835	725	1,356	2,084	937	1,289	2,156	1,034	768	2,362	1,293	1,005	2,390	1,011	2,136	1,840	439	2,418	1,702	343	1,419	2,056	659
Female	2,481	1,342	301	1,686	1,822	590	1,466	1,991	721	864	2,342	919	1,227	2,202	674	2,581	1,326	214	2,746	1,248	158	1,852	1,648	356
Prior Care																								
Child Care Center	740	596	175	646	673	183	564	740	230	316	909	293	434	834	238	896	524	88	934	534	58	645	631	135
Family Child Care	278	195	59	181	251	100	160	275	108	91	301	143	138	303	96	297	201	39	325	180	35	193	242	62
Head Start	260	209	66	187	271	74	172	277	91	109	303	118	159	297	80	303	200	29	333	177	31	209	246	50
Home / Informal Care	1,211	990	389	613	1,222	735	580	1,268	781	314	1,377	910	498	1,380	705	1,251	1,067	275	1,399	1,007	205	742	1,213	465
Non-Public Nursery	351	210	57	295	243	74	259	275	89	173	322	122	208	313	90	398	187	33	410	183	29	297	226	53
Pre-Kindergarten	1,479	950	269	1,107	1,217	343	1,000	1,279	441	617	1,463	600	778	1,444	449	1,546	957	179	1,729	844	135	1,171	1,118	236
Special Education																								
Yes	131	136	81	75	169	104	68	145	142	36	136	168	42	158	139	124	138	83	150	141	61	72	158	80
No	4,206	3,021	934	2,951	3,716	1,414	2,682	3,978	1,604	1,594	4,556	2,021	2,186	4,416	1,532	4,587	3,015	551	5,003	2,787	435	3,194	3,529	924
Limited English Proficiency																								
Yes	565	429	147	225	559	356	264	547	352	128	554	466	194	587	374	568	430	145	679	398	78	330	526	223
No	3775	2749	877	2815	3347	1168	2489	3600	1400	1503	4148	1743	2038	4003	1308	4146	2737	505	4481	2553	421	2938	3178	790
Free and Reduced Price Meals																								
Yes	2,258	1,784	640	1,377	2,249	1,028	1,267	2,276	1,203	723	2,500	1,448	1,051	2,510	1,105	2,479	1,766	439	2,725	1,668	327	1,588	2,074	709
No	2,079	1,387	382	1,660	1,652	493	1,484	1,864	547	907	2,198	756	1,181	2,076	571	2,229	1,397	210	2,431	1,276	172	1,679	1,623	302
* = fewer than 5																								

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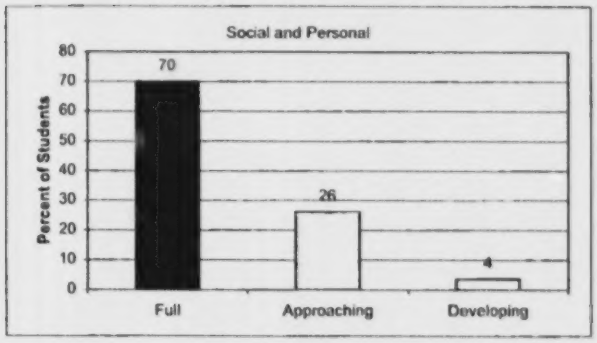
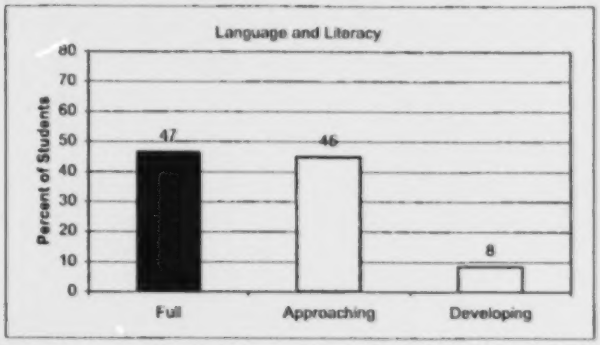
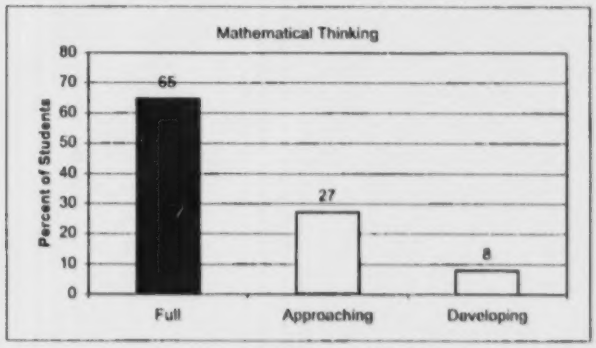
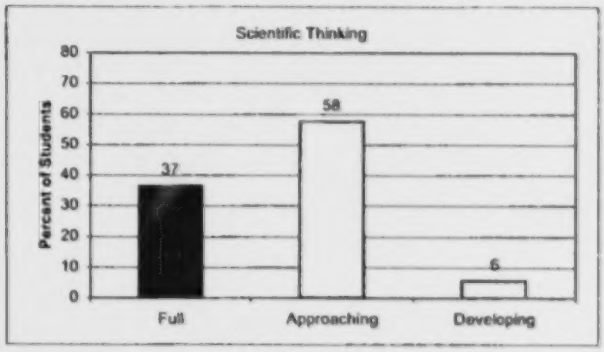
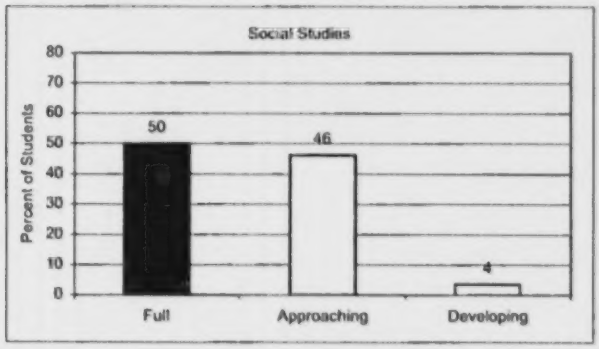
Queen Annes County - Percentage of Kindergarten Students

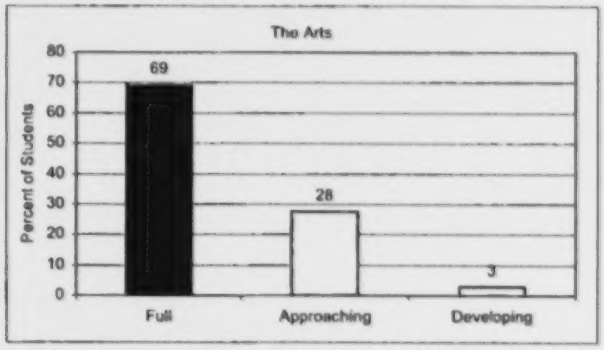


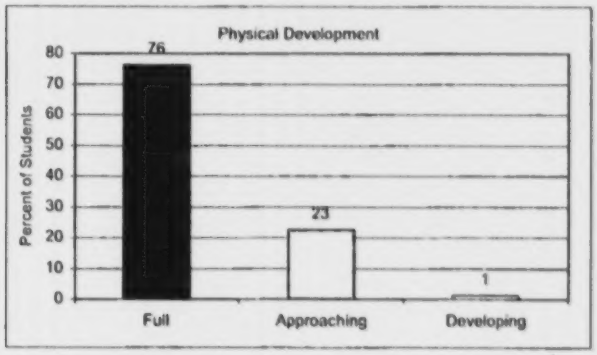


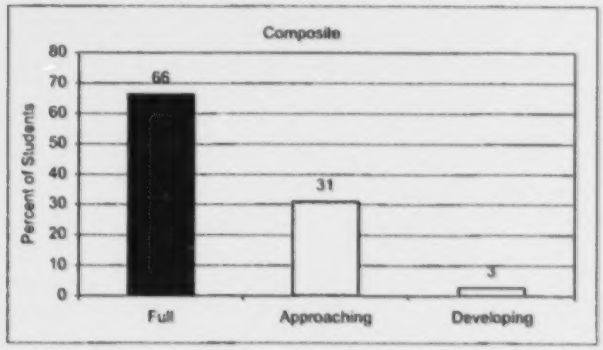












Queen Annes County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	52	36	12	19	61	19	44	31	25	23	68	10	25	72	3	61	36	3	61	36	3	50	43	7
White	72	25	3	49	44	7	67	27	6	38	57	5	53	44	3	70	27	3	78	21	1	68	30	3
Hispanic	50	50	0	25	50	25	14	71	14	14	71	14	25	63	13	71	29	0	88	13	0	40	60	0
Gender																								
Male	62	33	5	42	47	12	62	29	9	35	59	6	47	49	4	62	34	5	69	30	2	59	38	4
Female	79	19	2	52	43	5	68	26	6	38	57	5	54	43	3	77	22	1	85	15	0	75	24	2
Prior Care																								
Child Care Center	73	20	7	49	42	9	67	24	9	45	47	9	59	35	7	81	17	2	83	17	0	81	11	8
Family Child Care	80	20	0	50	30	20	40	30	30	33	33	33	30	50	20	67	33	0	80	20	0	50	38	13
Head Start	44	38	19	21	64	14	31	31	38	33	47	20	33	60	7	63	31	6	56	38	6	46	46	8
Home / Informal Care	70	28	2	45	43	12	64	25	10	35	62	3	43	54	4	68	30	2	77	23	0	65	33	2
Non-public Nursery	79	20	1	58	38	4	73	26	1	42	56	2	58	42	0	75	24	2	85	15	0	73	27	0
Pre-Kindergarten	66	30	4	43	49	8	64	29	7	34	61	5	50	47	4	65	31	4	71	27	2	62	35	3
Special Education																								
Yes	58	30	12	22	61	17	52	32	16	32	55	14	43	45	13	61	27	11	67	29	5	53	41	6
No	71	26	3	49	44	7	66	27	7	37	58	5	51	46	3	70	28	2	77	22	1	67	30	2
Limited English Proficiency																								
Yes	70	26	4	39	48	13	52	39	9	5	90	5	48	48	4	61	30	9	59	41	0	55	40	5
No	70	26	4	47	45	8	66	27	8	38	56	6	51	46	3	70	28	3	77	22	1	67	31	3
Free and Reduced Price Meals																								
Yes	38	48	14	12	58	31	32	46	21	15	70	15	20	72	8	38	55	7	52	41	7	27	64	9
No	73	25	3	51	43	6	69	25	6	39	56	5	53	44	3	72	25	3	80	20	1	70	27	2

* = fewer than 5

May not total 100% due to rounding.

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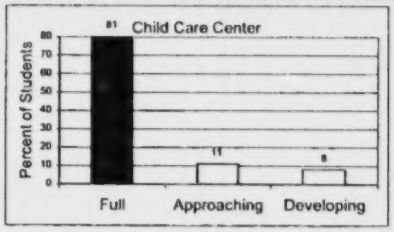
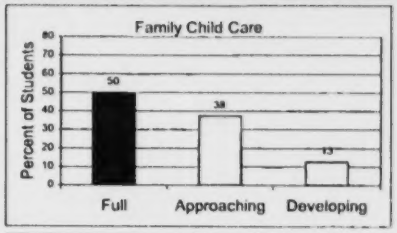
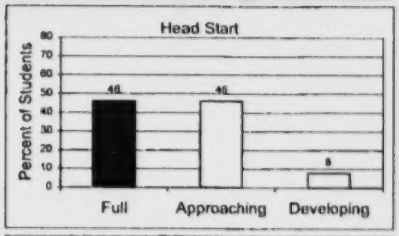
Queen Annes County 2002-2003

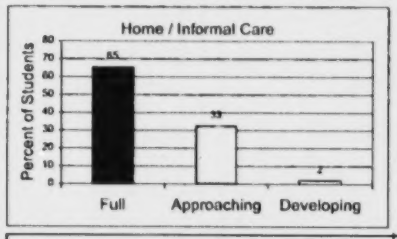
Disaggregated by Prior Care Composite Score

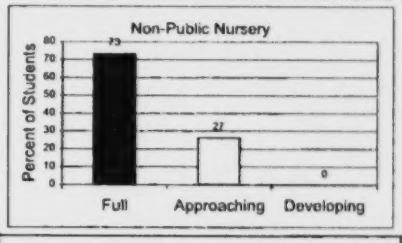
Entering Kindergarten

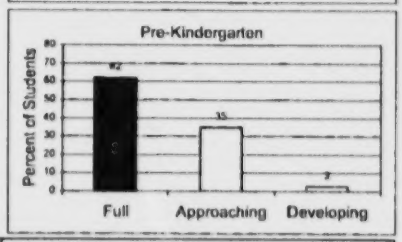












Child Care Center
Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care
Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start
Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

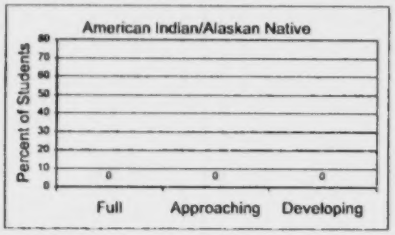
Home/Informal Care
Care by parent(s) or a relative.

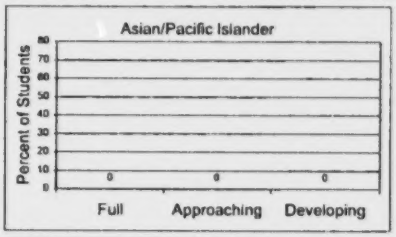
Non-Public Nursery School
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

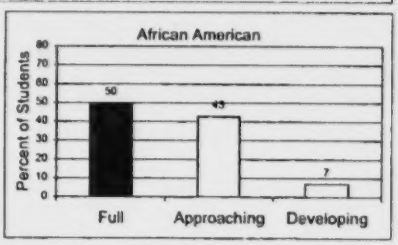
Pre-kindergarten
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

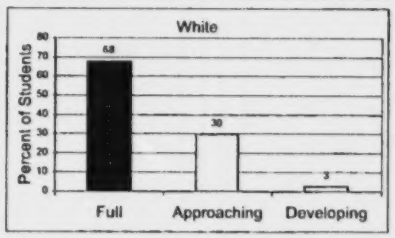
Disaggregated by Race / Ethnicity Composite Score

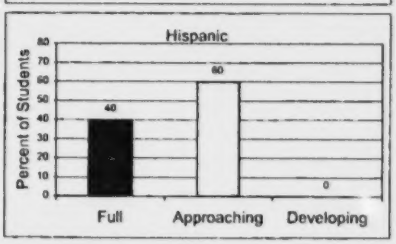
Entering Kindergarten











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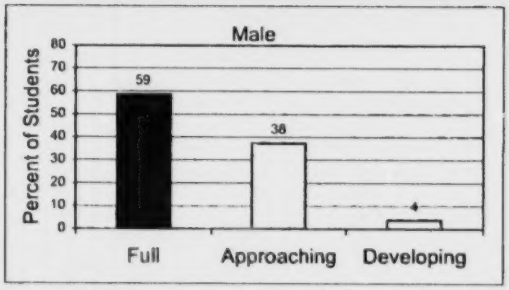
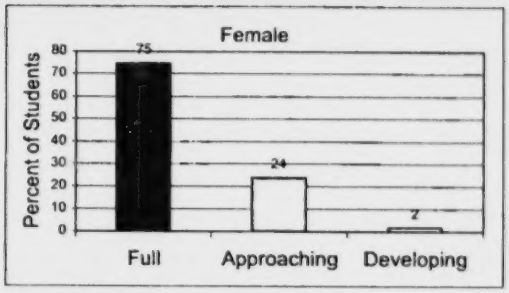
Queen Annes County 2002-2003

Disaggregated by Gender Composite Score

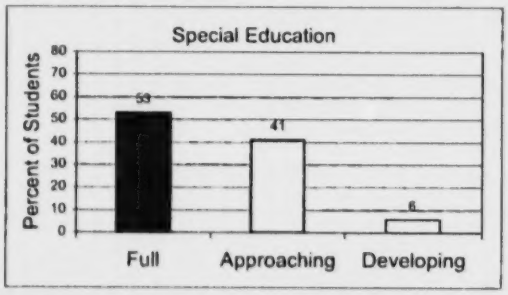
Entering Kindergarten

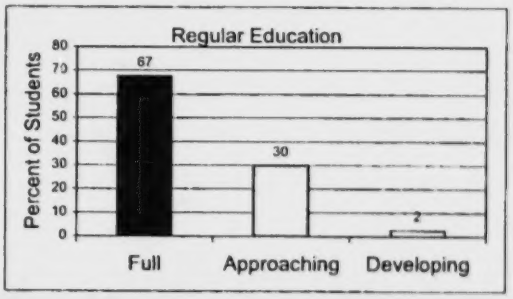




Disaggregated by Special Education Composite Score

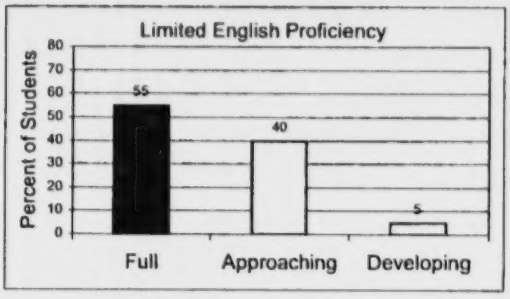
Entering Kindergarten

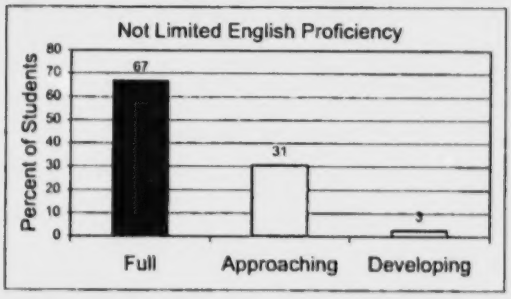




Disaggregated by Limited English Proficiency Composite Score

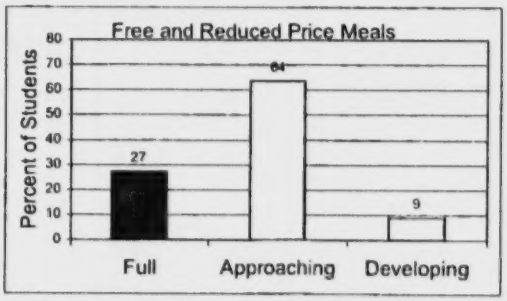
Entering Kindergarten

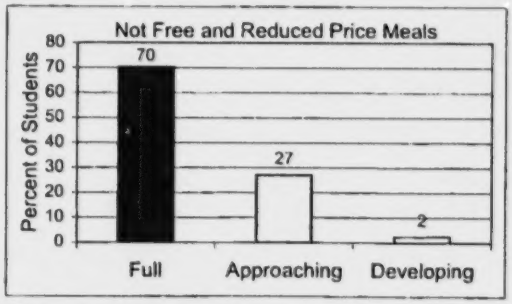




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Queen Annes County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	17	12	4	6	19	6	14	10	8	7	21	3	8	23	1	20	12	1	20	12	1	14	12	2
White	303	105	13	202	180	28	281	111	25	164	243	21	218	181	13	295	115	13	332	92	4	243	106	9
Hispanic	4	4	0	2	4	2	1	5	1	1	5	1	2	5	1	5	2	0	7	1	0	2	3	0
Gender																								
Male	149	79	13	98	110	28	147	69	22	88	146	14	114	118	10	151	82	11	170	74	4	122	78	8
Female	179	44	4	115	96	10	154	58	14	86	128	12	118	94	6	175	49	3	194	34	1	141	45	3
Prior Care																								
Child Care Center	33	9	3	22	19	4	31	11	4	21	22	4	27	16	3	36	8	1	40	8	0	29	4	3
Family Child Care	8	2	0	5	3	2	4	3	3	3	3	3	3	5	2	6	3	0	8	2	0	4	3	1
Head Start	7	6	3	3	9	2	5	5	6	5	7	3	5	9	1	10	5	1	9	6	1	6	6	1
Home / Informal Care	40	16	1	26	25	7	36	15	6	21	37	2	24	30	2	39	17	1	46	14	0	32	16	1
Non-Public Nursery	87	22	1	62	41	4	77	28	1	47	63	2	63	48	0	82	26	2	95	17	0	69	25	0
Pre-Kindergarten	149	67	9	94	106	18	143	64	15	76	138	12	109	103	8	147	71	9	161	61	4	120	68	5
Special Education																								
Yes	25	13	5	9	25	7	23	14	7	14	24	6	17	18	5	27	12	5	28	12	2	18	14	2
No	303	110	12	204	181	31	278	113	29	160	250	20	215	194	11	299	119	9	336	98	3	245	109	9
Limited English Proficiency																								
Yes	16	6	1	9	11	3	12	9	2	1	19	1	11	11	1	14	7	2	13	9	0	11	8	1
No	312	117	16	204	195	35	289	118	34	173	255	25	221	201	15	312	124	12	351	99	5	252	115	10
Free and Reduced Price Meals																								
Yes	11	14	4	3	15	8	9	13	6	4	19	4	5	18	2	11	16	2	15	12	2	6	14	2
No	292	98	10	198	169	25	276	100	22	160	229	19	211	173	13	291	100	12	325	80	3	241	93	8
* = fewer than 5																								

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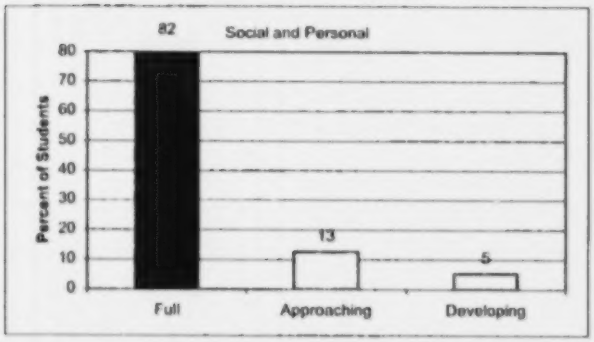
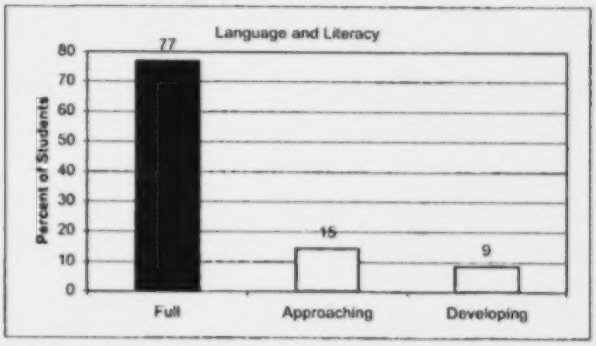
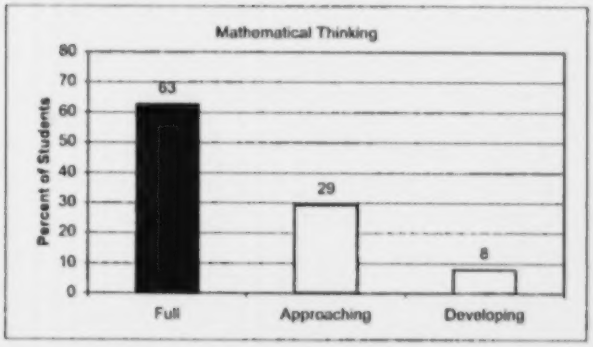
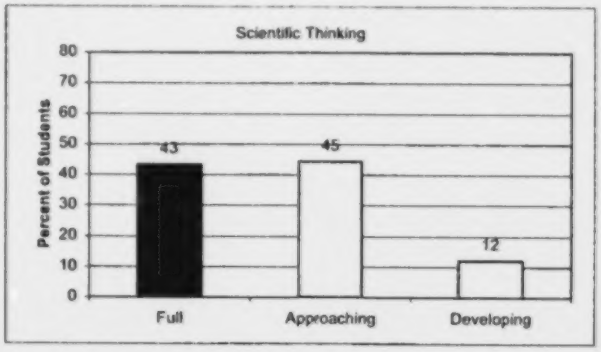
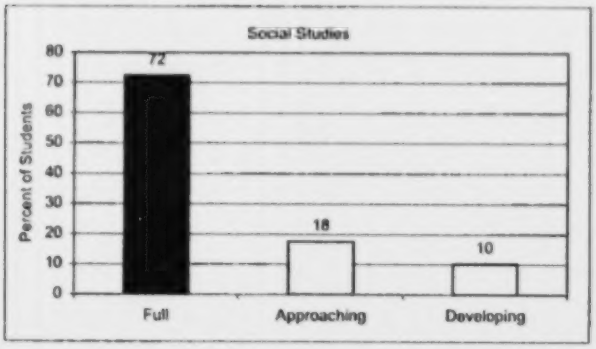
Somerset County - Percentage of Kindergarten Students

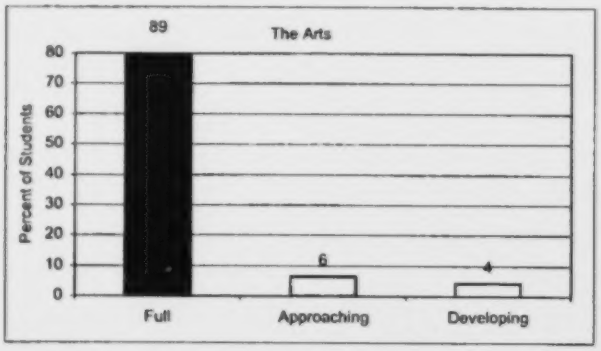


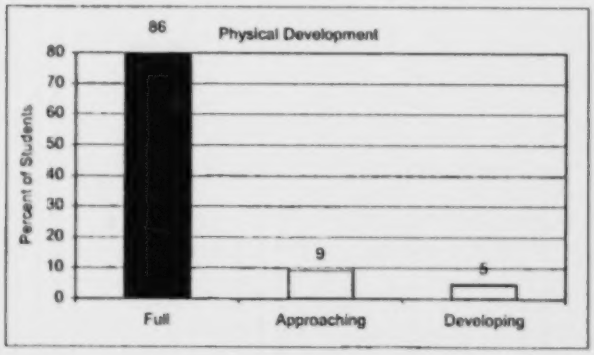


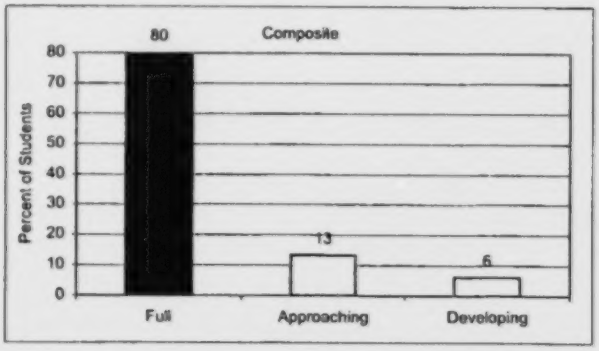












Somerset County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	82	14	5	76	17	7	64	29	7	53	34	13	72	16	12	90	7	3	83	10	7	78	17	5
White	81	13	7	78	11	12	65	26	9	37	49	13	68	22	10	87	7	6	86	10	3	79	12	9
Hispanic	100	0	0	71	29	0	14	71	14	29	71	0	100	0	0	100	0	0	100	0	0	100	0	0
Gender																								
Male	79	14	7	70	17	12	59	29	12	50	37	14	71	18	11	83	10	7	81	11	8	76	15	10
Female	86	10	3	84	11	5	68	28	4	39	51	11	73	18	9	96	2	1	91	8	1	85	12	2
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	84	9	6	77	13	10	50	41	9	31	53	16	81	6	13	91	9	0	91	9	0	84	10	6
Home / Informal Care	50	38	13	25	38	38	25	50	25	0	50	50	13	50	38	75	25	0	63	38	0	25	63	13
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	83	12	5	80	13	7	69	24	7	50	41	9	74	18	8	90	5	5	87	7	7	82	13	5
Special Education																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	83	11	6	78	15	7	64	29	7	46	43	11	73	18	9	90	7	3	87	9	4	81	14	5
Limited English Proficiency																								
Yes	100	0	0	80	0	20	80	0	20	60	20	20	80	0	20	100	0	0	100	0	0	80	20	0
No	82	13	6	77	15	9	63	29	8	44	44	12	72	18	10	89	7	5	85	10	5	80	14	6
Free and Reduced Price Meals																								
Yes	81	16	3	76	14	10	61	31	8	47	39	14	72	18	10	89	7	5	83	11	6	79	14	7
No	83	9	7	78	15	7	66	26	8	43	47	10	72	18	10	89	6	4	88	8	4	81	13	5

* = fewer than 5

May not total 100% due to rounding.

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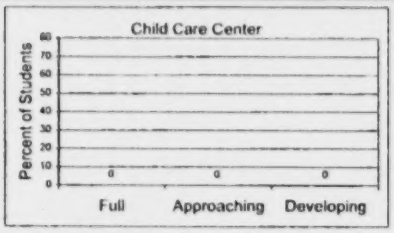
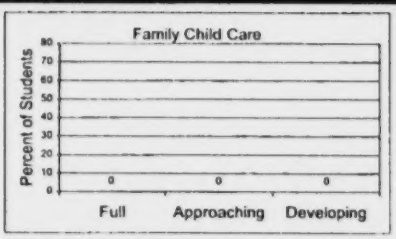
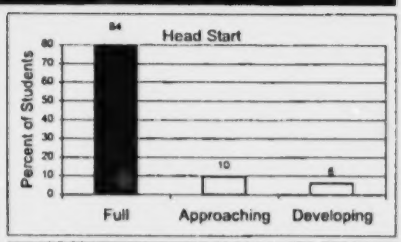
Somerset County 2002-2003

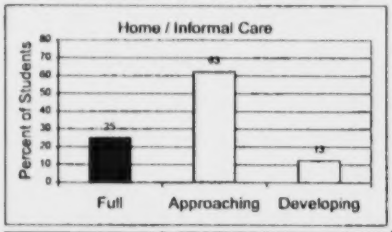
Disaggregated by Prior Care Composite Score

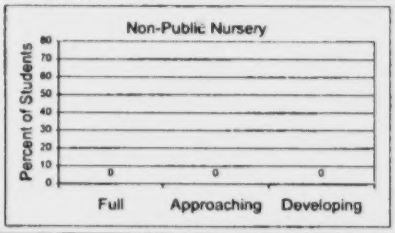
Entering Kindergarten

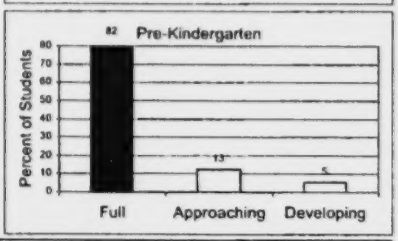












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

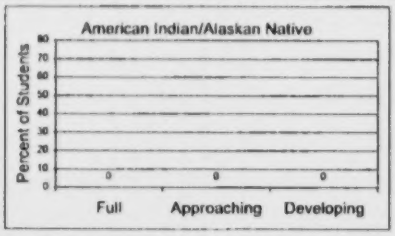
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

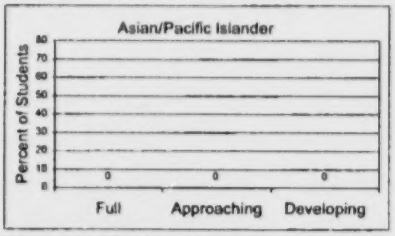
Pre-kindergarten

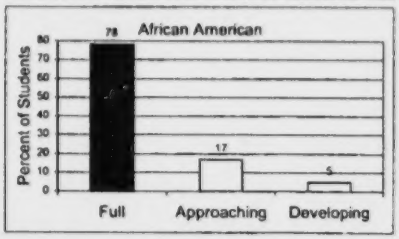
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

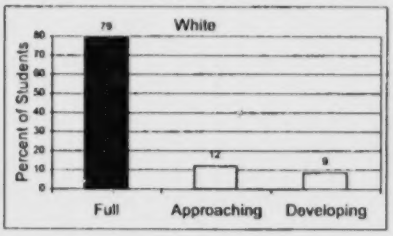
Disaggregated by Race / Ethnicity Composite Score

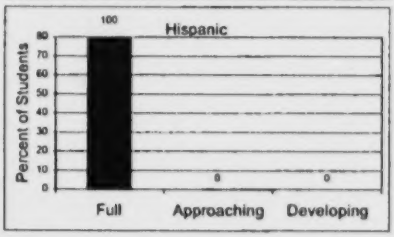
Entering Kindergarten







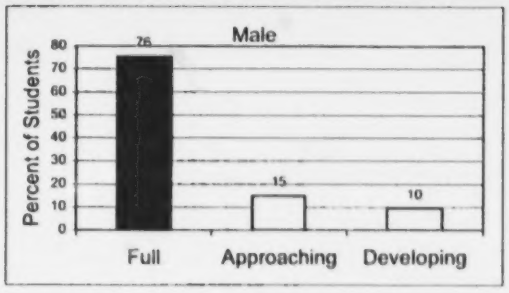


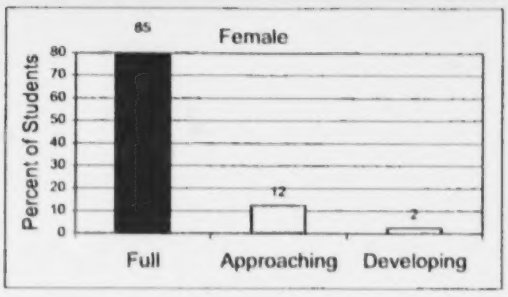


Somerset County 2002-2003

Disaggregated by Gender Composite Score

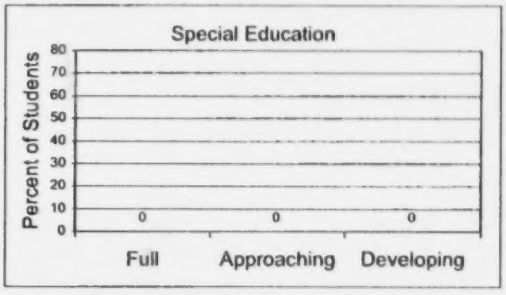
Entering Kindergarten

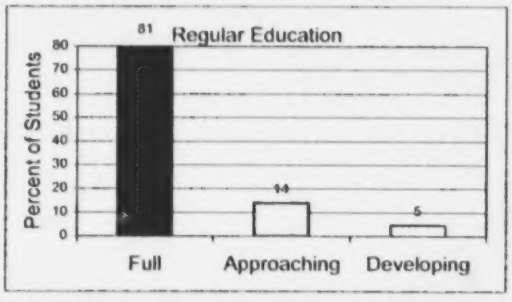




Disaggregated by Special Education Composite Score

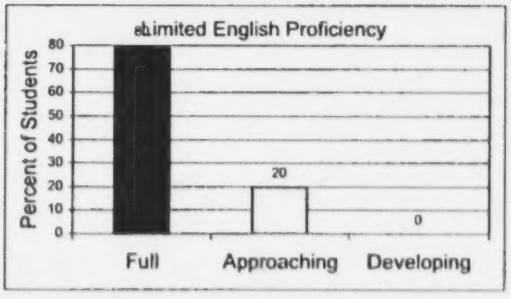
Entering Kindergarten

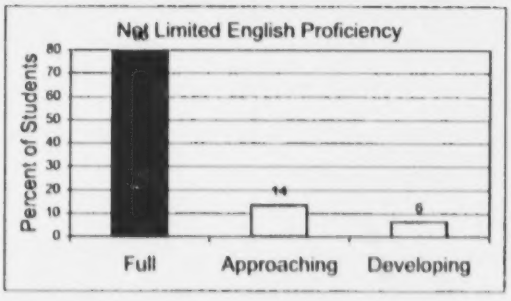




Disaggregated by Limited English Proficiency Composite Score

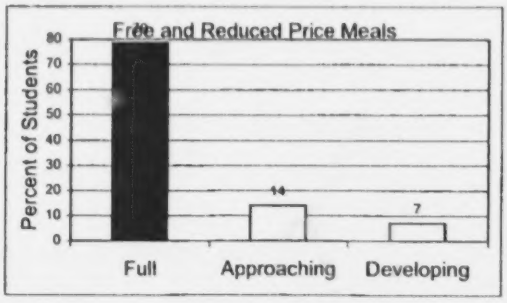
Entering Kindergarten

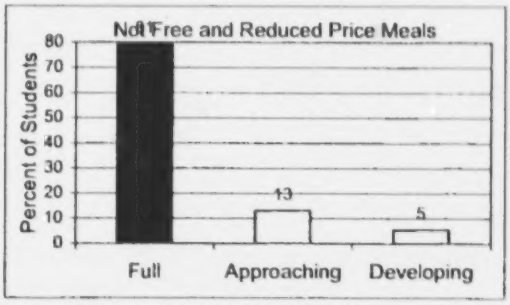




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Somerset County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	71	12	4	65	15	6	56	25	6	46	30	11	62	14	10	77	6	3	73	9	6	65	14	4
White	71	11	6	66	9	10	57	23	8	33	44	12	60	19	9	75	6	5	76	9	3	65	10	7
Hispanic	7	0	0	5	2	0	1	5	1	2	5	0	7	0	0	7	0	0	7	0	0	7	0	0
Gender																								
Male	78	14	7	69	17	12	59	29	12	50	37	14	70	18	11	81	10	7	81	11	8	71	14	9
Female	74	9	3	70	9	4	58	24	3	33	43	9	62	15	8	81	2	1	78	7	1	69	10	2
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	27	3	2	24	4	3	16	13	3	10	17	5	26	2	4	29	3	0	29	3	0	26	3	2
Home / Informal Care	4	3	1	2	3	3	2	4	2	0	4	4	1	4	3	6	2	0	5	3	0	2	5	1
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	114	16	7	107	18	9	94	33	10	69	56	13	100	25	11	120	7	7	120	9	9	105	16	7
Special Education																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	151	20	10	138	26	13	116	52	13	83	79	20	131	33	16	161	12	5	158	17	7	139	24	8
Limited English Proficiency																								
Yes	5	0	0	4	0	1	4	0	1	3	1	1	4	0	1	5	0	0	5	0	0	4	1	0
No	147	23	10	135	26	15	113	53	14	80	79	22	128	33	18	157	12	8	154	18	9	136	23	11
Free and Reduced Price Meals																								
Yes	72	14	3	66	12	9	54	28	7	42	35	13	63	16	9	78	6	4	75	10	5	66	12	6
No	80	9	7	73	14	7	63	25	8	41	45	10	69	17	10	84	6	4	84	8	4	74	12	5

* = fewer than 5

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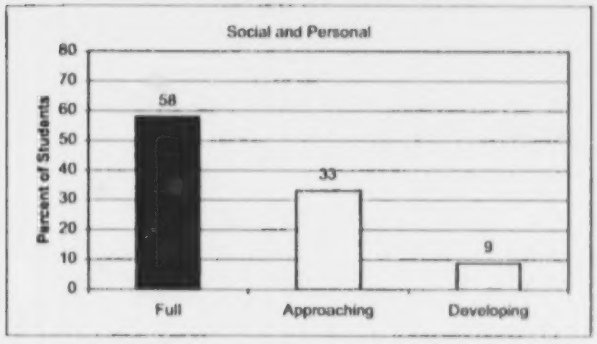
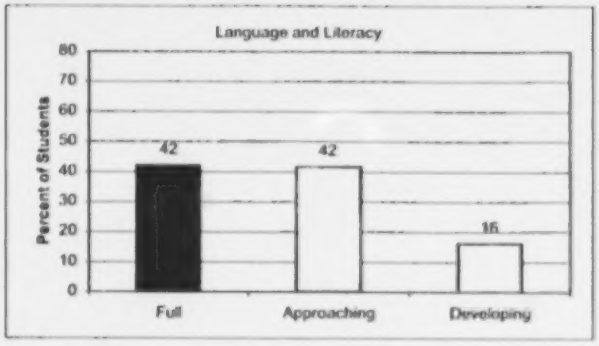
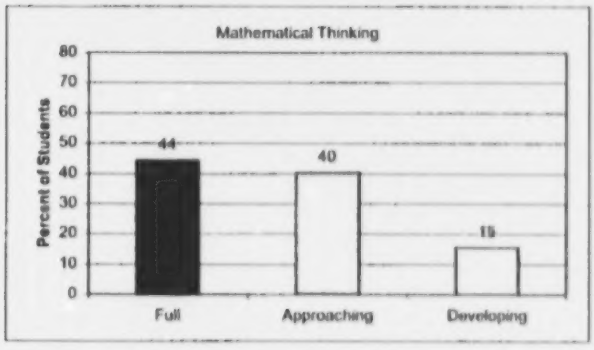
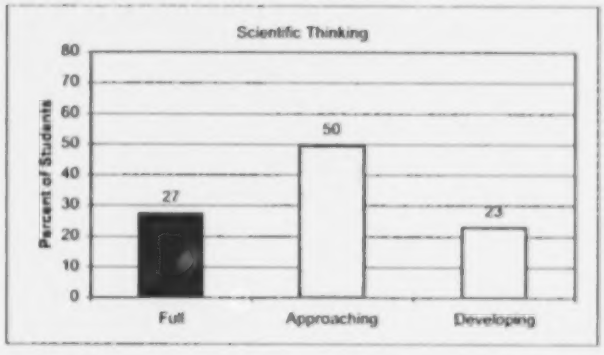
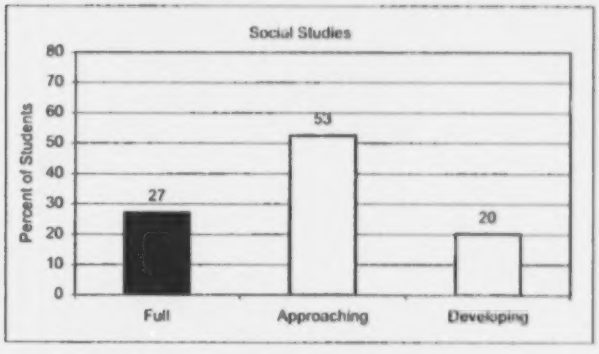
St. Marys County - Percentage of Kindergarten Students

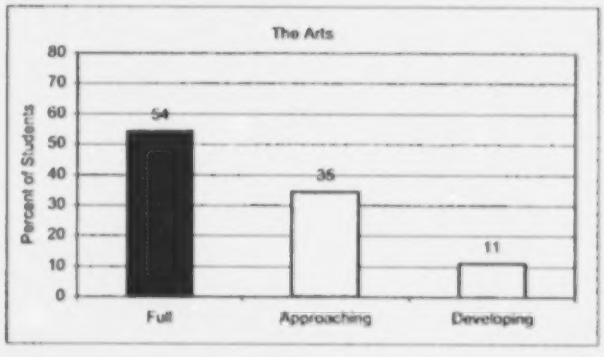


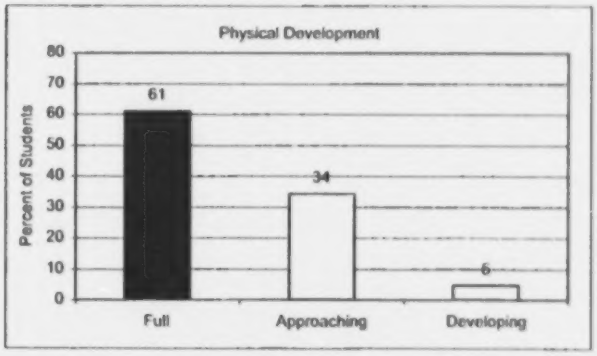


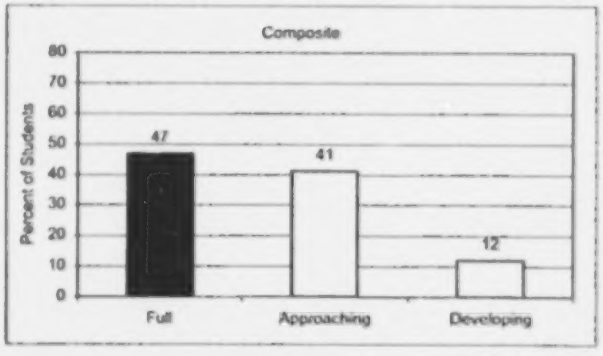












St. Marys County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	40	60	0	20	60	20	20	40	40	20	40	40	20	60	20	*	*	*	20	60	20	*	*	*
Asian/Pacific Islander	67	29	5	48	43	10	52	43	5	19	48	33	33	43	24	57	33	10	81	19	0	48	43	10
African American	54	35	11	31	46	22	29	48	23	13	58	29	18	53	29	48	39	13	58	36	6	32	52	16
White	58	33	9	45	40	15	48	39	14	31	47	22	30	52	18	55	34	11	61	35	5	50	39	11
Hispanic	66	25	9	43	43	13	50	31	19	22	69	9	18	61	21	69	28	3	77	19	3	63	33	4
Gender																								
Male	52	36	12	37	42	21	41	40	18	26	49	25	26	51	23	44	40	16	57	36	7	42	42	15
Female	64	30	6	47	41	12	47	40	12	29	50	21	29	54	17	65	29	6	65	33	2	51	40	9
Prior Care																								
Child Care Center	62	34	4	58	30	13	56	32	12	48	38	14	38	55	7	65	26	9	66	29	4	64	26	10
Family Child Care	61	29	10	49	36	15	49	31	20	33	40	26	37	36	27	66	21	13	68	26	6	59	27	14
Head Start	40	49	11	14	54	31	23	46	31	3	57	41	11	49	41	41	46	14	47	47	6	16	66	19
Home / Informal Care	52	36	12	33	43	23	31	43	25	20	50	31	20	48	32	44	46	10	51	43	7	33	47	20
Non-public Nursery	71	23	5	58	34	8	52	41	6	46	41	13	44	46	10	72	22	6	77	23	0	68	29	3
Pre-Kindergarten	59	33	8	43	43	14	48	41	11	26	53	20	27	58	16	55	33	12	63	33	4	48	42	9
Special Education																								
Yes	43	41	16	21	52	27	38	41	21	14	50	36	14	57	29	37	47	16	46	42	12	21	60	20
No	59	32	8	44	41	15	45	40	15	29	49	22	29	52	19	56	33	11	63	33	4	50	39	11
Limited English Proficiency																								
Yes	89	11	0	44	56	0	33	56	11	11	67	22	25	63	13	88	13	0	100	0	0	43	57	0
No	58	33	9	42	42	16	44	40	16	28	49	23	27	53	20	54	35	11	61	35	5	47	41	12
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	58	33	9	42	42	16	44	40	16	27	50	23	27	53	20	54	35	11	61	34	5	47	41	12
* = fewer than 5	May not total 100% due to rounding.																							

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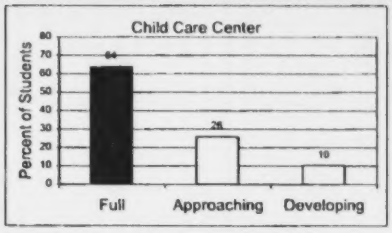
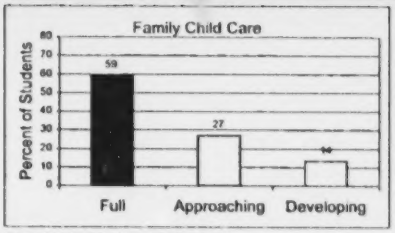
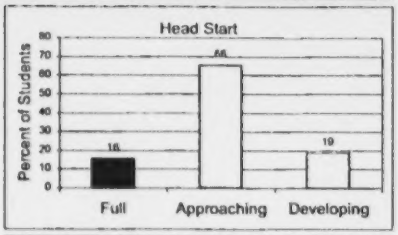
St. Marys County 2002-2003

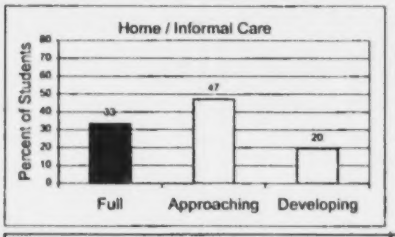
Disaggregated by Prior Care Composite Score

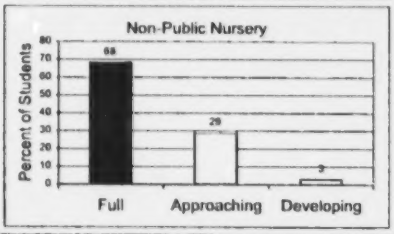
Entering Kindergarten

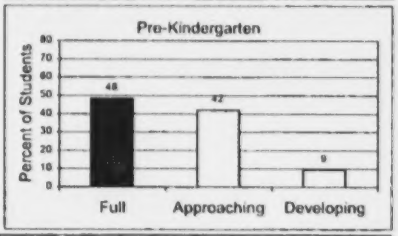












Child Care Center

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Family Child Care

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Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

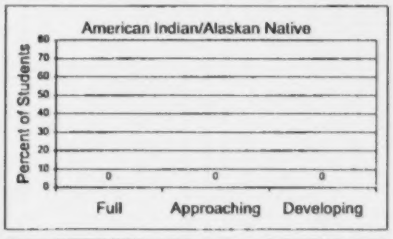
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

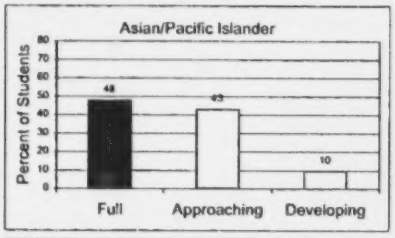
Pre-kindergarten

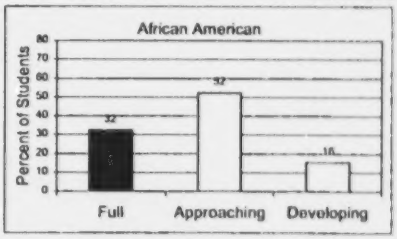
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

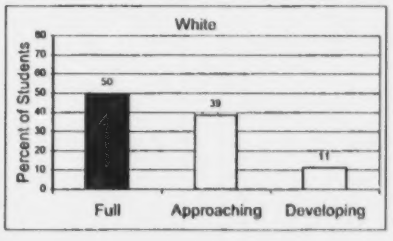
Disaggregated by Race / Ethnicity Composite Score

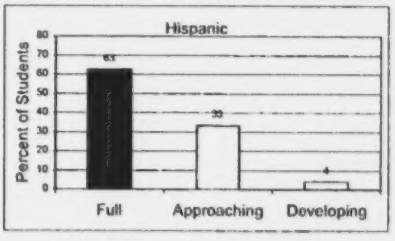
Entering Kindergarten







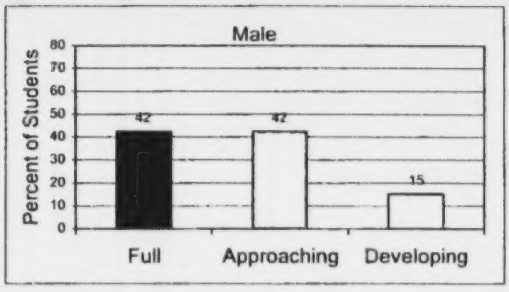


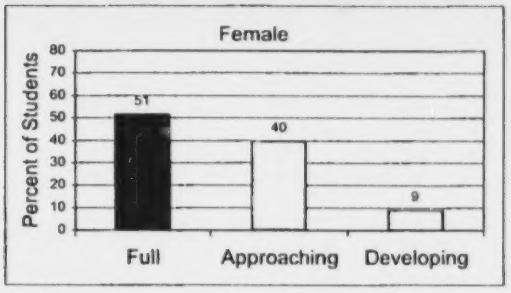


St. Marys County 2002-2003

Disaggregated by Gender Composite Score

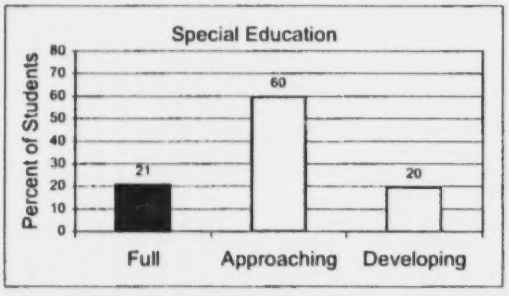
Entering Kindergarten

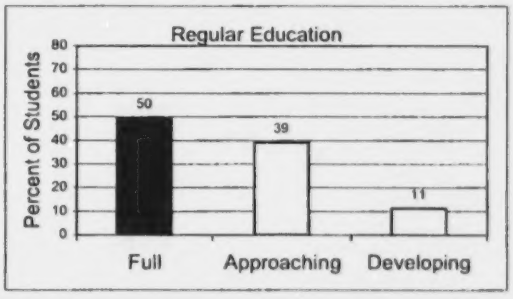




Disaggregated by Special Education Composite Score

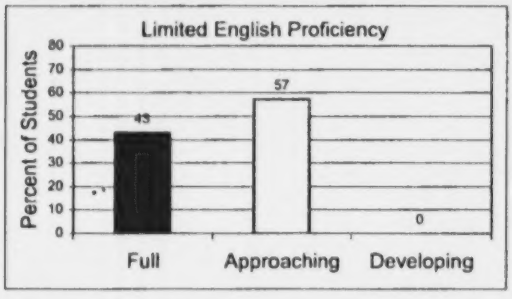
Entering Kindergarten

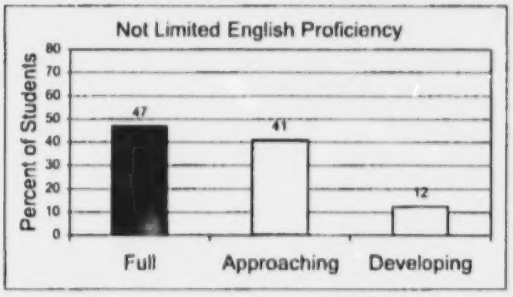




Disaggregated by Limited English Proficiency Composite Score

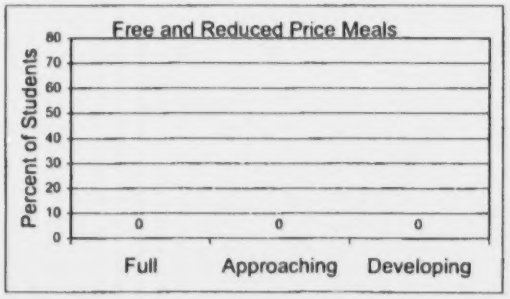
Entering Kindergarten

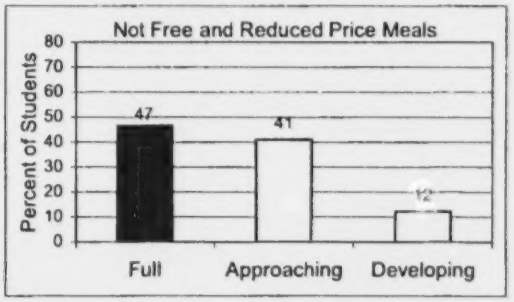




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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St. Marys County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	2	3	0	1	3	1	1	2	2	1	2	2	1	3	1	*	*	*	1	3	1	*	*	*
Asian/Pacific Islander	14	6	1	10	9	2	11	9	1	4	10	7	7	9	5	12	7	2	17	4	0	10	9	2
African American	100	64	20	58	86	41	55	90	44	25	109	54	34	100	54	92	74	24	111	70	11	52	84	25
White	441	251	66	328	295	111	364	298	104	240	357	166	224	396	136	418	254	82	462	263	35	324	251	74
Hispanic	21	8	3	13	13	4	16	10	6	7	22	3	5	17	6	20	8	1	24	6	1	15	8	1
Gender																								
Male	268	187	63	189	212	104	218	213	97	136	254	131	132	264	119	228	205	81	299	185	37	188	188	67
Female	310	145	27	221	194	55	229	196	60	141	246	101	139	261	83	315	139	30	316	161	11	214	165	37
Prior Care																								
Child Care Center	42	23	3	37	19	8	38	22	8	33	26	10	26	38	5	44	18	6	45	20	3	37	15	6
Family Child Care	42	20	7	33	24	10	35	22	14	24	29	19	25	24	16	45	14	9	49	19	4	35	16	8
Head Start	14	17	4	5	19	11	8	16	11	1	21	15	4	18	15	15	17	5	17	17	2	5	21	6
Home / Informal Care	126	86	30	79	102	55	76	106	62	48	121	75	47	116	78	106	110	25	124	105	16	70	99	41
Non-Public Nursery	55	18	4	42	25	6	43	34	5	37	33	10	36	38	6	56	17	5	59	18	0	45	19	2
Pre-Kindergarten	300	168	42	214	217	69	248	209	57	134	271	103	134	291	78	277	169	61	322	167	23	210	183	41
Special Education																								
Yes	44	42	16	20	50	26	39	42	21	14	51	36	14	56	29	38	48	16	47	43	12	17	49	16
No	534	290	74	390	356	133	408	367	136	263	449	196	257	469	173	505	296	95	568	303	36	385	304	88
Limited English Proficiency																								
Yes	8	1	0	4	5	0	3	5	1	1	6	2	2	5	1	7	1	0	8	0	0	3	4	0
No	570	331	90	406	401	159	444	404	156	276	494	230	269	520	201	536	343	111	607	346	48	399	349	104
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	576	332	90	408	406	159	445	409	157	275	500	232	270	524	202	541	344	111	613	346	48	400	353	104

* = fewer than 5

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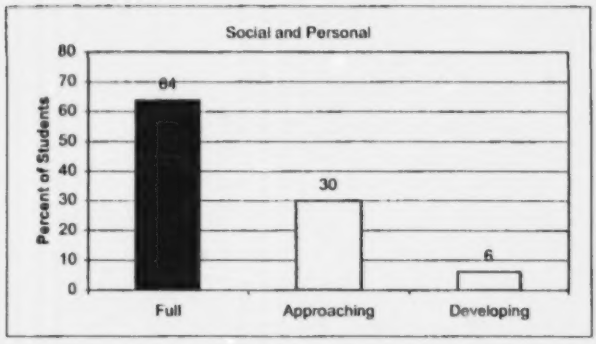
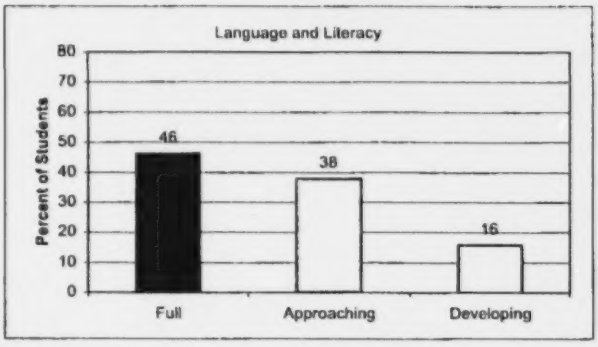
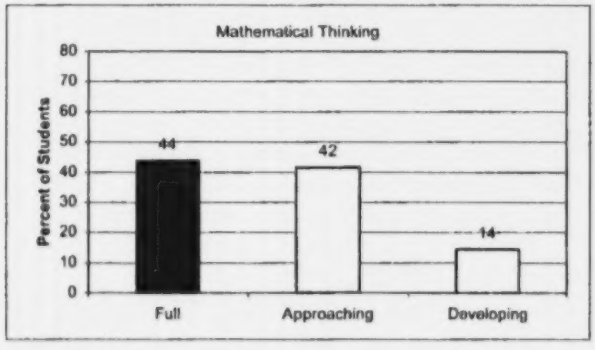
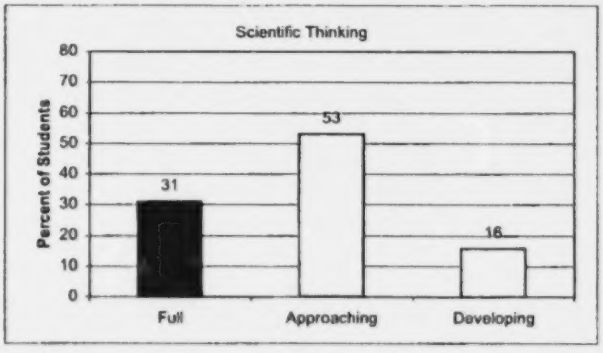
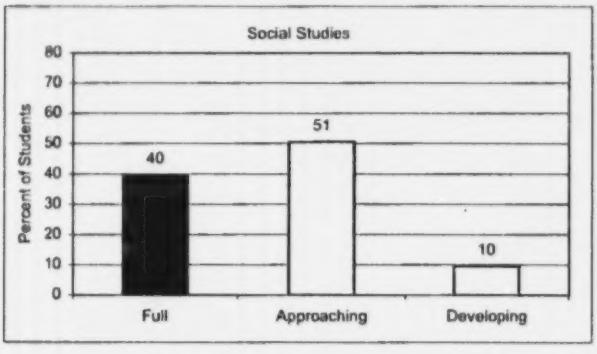
Talbot County - Percentage of Kindergarten Students

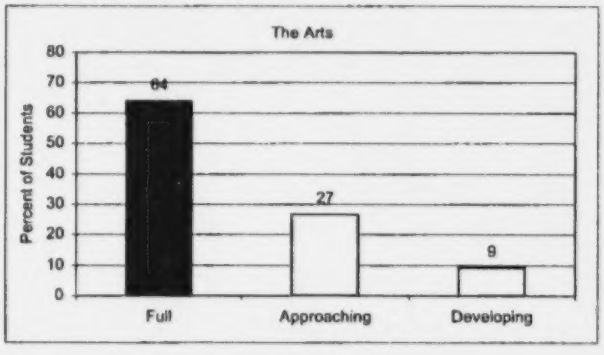


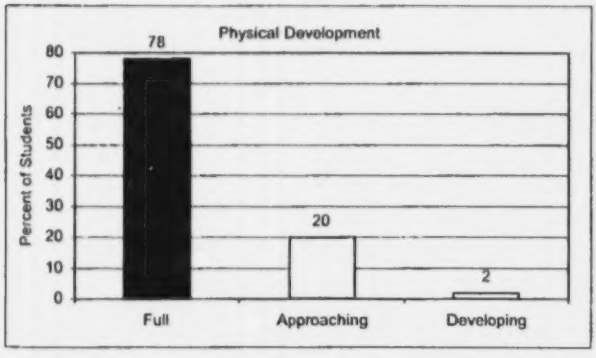


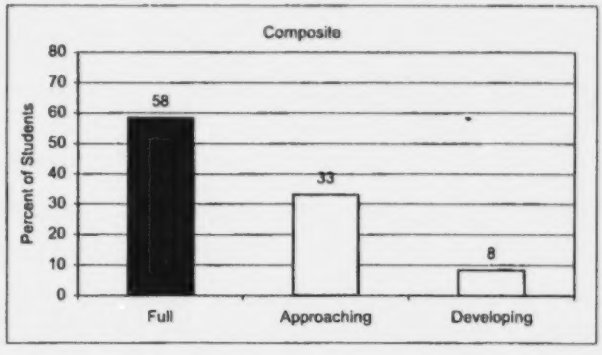












Talbot County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	80	20	0	40	60	0	60	40	0	60	40	0	60	40	0	60	40	0	100	0	0	100	0	0
African American	37	51	12	25	47	28	21	51	28	20	49	31	23	52	25	54	33	13	66	30	5	34	50	16
White	72	24	4	55	34	11	52	38	10	35	55	9	46	50	4	69	24	8	82	17	1	66	28	6
Hispanic	47	33	20	13	53	33	20	53	27	13	40	47	7	60	33	36	43	21	64	36	0	23	54	23
Gender																								
Male	58	33	8	40	40	20	40	41	19	32	50	17	37	54	10	56	32	12	72	25	3	54	35	12
Female	70	26	4	54	35	11	48	43	9	30	56	14	43	47	10	73	21	6	85	13	1	64	31	5
Prior Care																								
Child Care Center	67	33	0	67	22	11	47	47	5	32	53	16	39	56	6	63	21	16	74	26	0	75	25	0
Family Child Care	80	20	0	80	20	0	40	60	0	60	20	20	40	60	0	80	20	0	100	0	0	80	20	0
Head Start	32	41	26	15	38	47	12	41	47	6	50	44	9	56	35	44	35	21	61	33	6	24	48	27
Home / Informal Care	80	15	5	40	50	10	50	45	5	35	50	15	55	40	5	75	15	10	85	5	10	65	25	10
Non-public Nursery	73	24	2	63	29	8	57	37	6	43	51	6	53	43	4	69	27	4	86	14	0	71	24	4
Pre-Kindergarten	64	31	4	46	41	13	47	41	12	32	57	12	41	53	6	66	26	8	79	20	1	59	34	6
Special Education																								
Yes	32	50	18	9	41	50	18	27	55	14	41	45	14	59	27	32	45	23	32	59	9	18	50	32
No	66	28	5	49	38	13	46	43	11	33	54	13	42	50	8	67	25	8	82	17	1	62	32	6
Limited English Proficiency																								
Yes	50	36	14	7	57	36	29	43	29	14	43	43	7	64	29	38	46	15	77	23	0	33	50	17
No	64	30	6	48	37	15	45	42	14	32	54	14	41	50	9	65	26	9	78	20	2	60	32	8
Free and Reduced Price Meals																								
Yes	37	53	10	24	53	23	22	58	20	19	53	28	23	57	20	53	33	14	68	30	1	34	55	12
No	74	22	5	54	33	13	52	36	12	36	53	11	46	48	6	68	25	8	82	16	2	68	25	7
* = fewer than 5	May not total 100% due to rounding.																							

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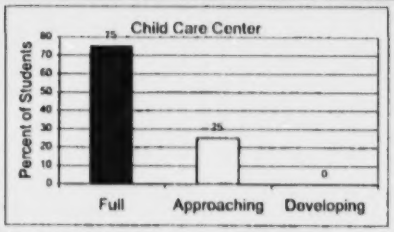
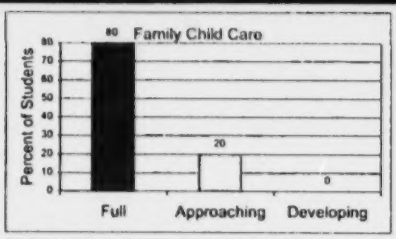
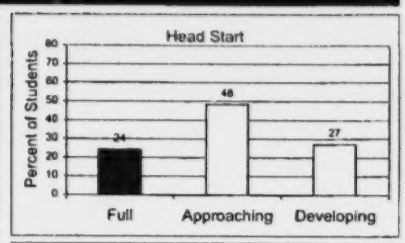
Talbot County 2002-2003

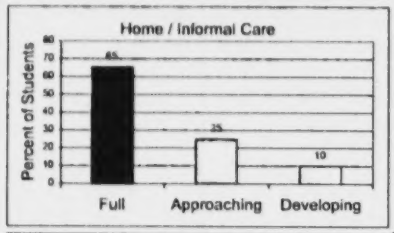
Disaggregated by Prior Care Composite Score

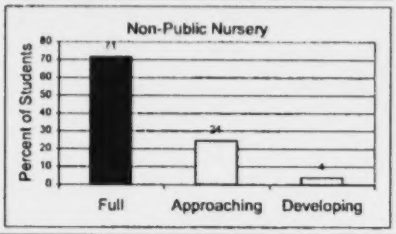
Entering Kindergarten

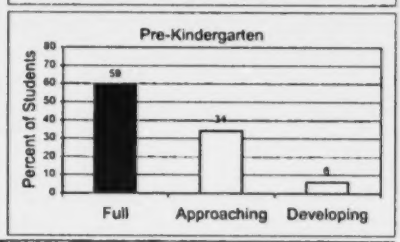












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Family Child Care

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Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

Pre-kindergarten

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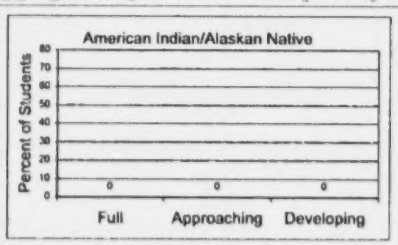
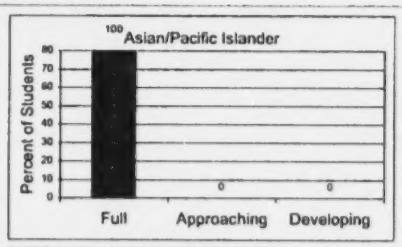
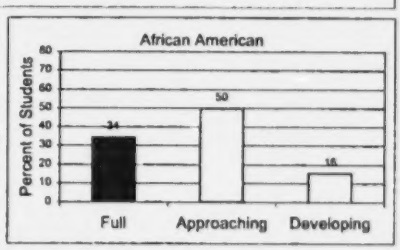
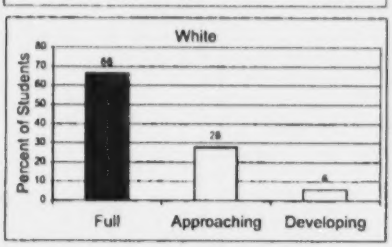
Disaggregated by Race / Ethnicity Composite Score

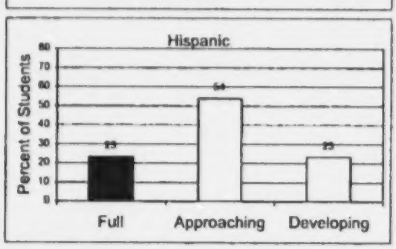
Entering Kindergarten







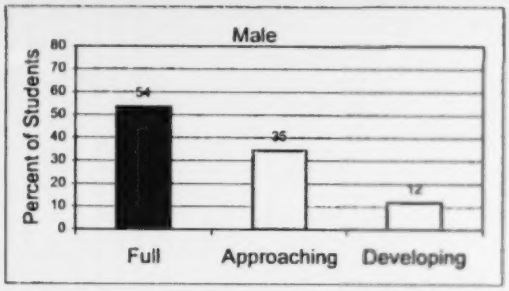


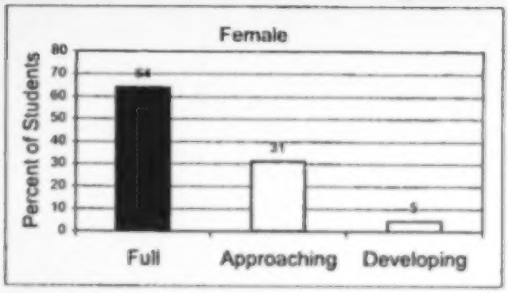


Talbot County 2002-2003

Disaggregated by Gender Composite Score

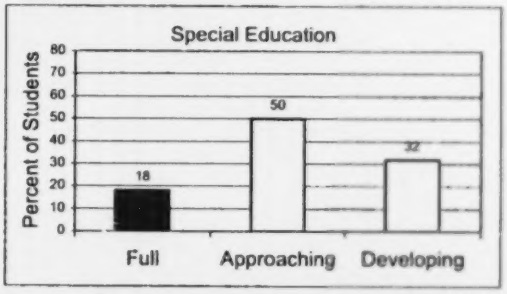
Entering Kindergarten

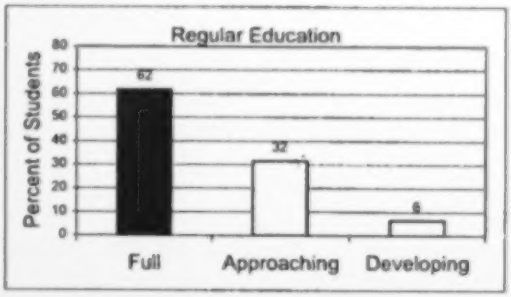




Disaggregated by Special Education Composite Score

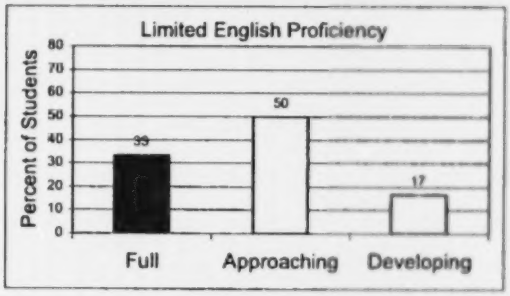
Entering Kindergarten

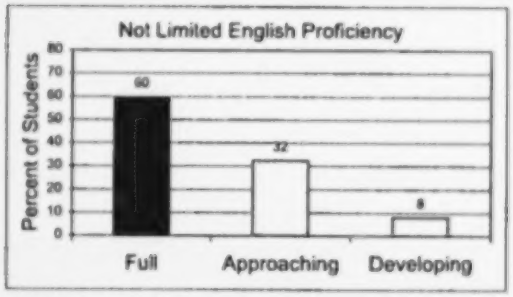




Disaggregated by Limited English Proficiency Composite Score

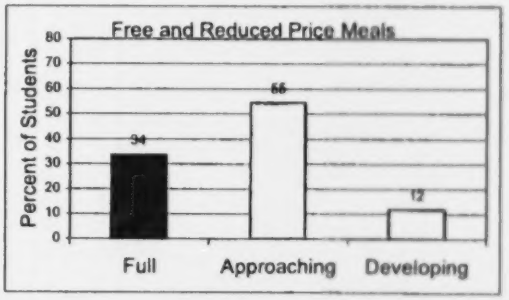
Entering Kindergarten

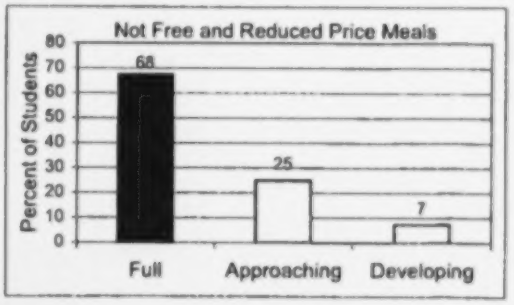




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Talbot County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	4	1	0	2	3	0	3	2	0	3	2	0	3	2	0	3	2	0	5	0	0	5	0	0
African American	22	30	7	15	28	17	13	31	17	12	30	19	14	32	15	33	20	8	40	18	3	20	29	9
White	152	51	8	115	71	24	109	81	21	74	117	20	97	104	8	145	50	16	173	35	3	138	58	12
Hispanic	7	5	3	2	8	5	3	8	4	2	8	7	1	9	5	5	6	3	9	5	0	3	7	3
Gender																								
Male	91	52	13	62	63	31	63	64	30	51	79	27	57	84	15	87	50	19	113	40	4	82	53	18
Female	94	35	5	72	47	15	65	58	12	40	76	19	58	63	13	99	28	8	114	18	2	84	41	6
Prior Care																								
Child Care Center	12	6	0	12	4	2	9	9	1	6	10	3	7	10	1	12	4	3	14	5	0	12	4	0
Family Child Care	4	1	0	4	1	0	2	3	0	3	1	1	2	3	0	4	1	0	5	0	0	4	1	0
Head Start	11	14	9	5	13	16	4	14	16	2	17	15	3	19	12	15	12	7	20	11	2	8	16	9
Home / Informal Care	16	3	1	8	10	2	10	9	1	7	10	3	11	8	1	15	3	2	17	1	2	13	5	2
Non-Public Nursery	36	12	1	31	14	4	28	18	3	21	25	3	26	21	2	34	13	2	42	7	0	35	12	2
Pre-Kindergarten	103	50	7	73	66	21	75	66	20	51	91	19	65	85	10	105	42	13	127	32	2	93	54	10
Special Education																								
Yes	7	11	4	2	9	11	4	6	12	3	9	10	3	13	6	7	10	5	7	13	2	4	11	7
No	178	76	14	132	101	35	124	116	30	88	146	36	112	134	22	179	68	22	220	45	4	162	83	17
Limited English Proficiency																								
Yes	7	5	2	1	8	5	4	6	4	2	6	6	1	9	4	5	6	2	10	3	0	4	6	2
No	178	82	16	133	102	41	124	116	38	89	149	40	114	138	24	181	72	25	217	55	6	162	88	22
Free and Reduced Price Meals																								
Yes	29	41	8	19	41	18	17	46	16	15	42	22	18	45	16	42	26	11	54	24	1	26	42	9
No	156	46	10	115	69	28	111	76	26	76	113	24	97	102	12	144	52	16	173	34	5	140	52	15
* = fewer than 5																								

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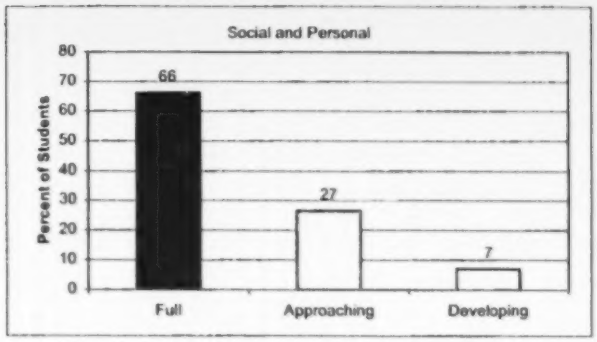
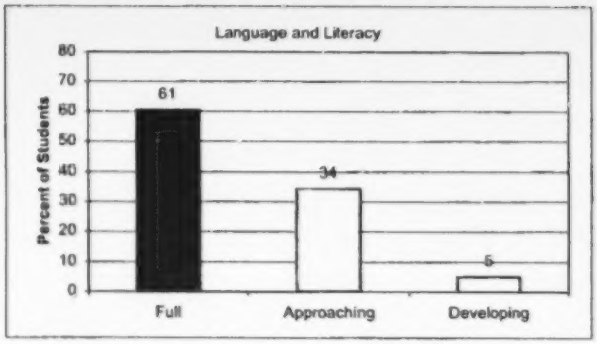
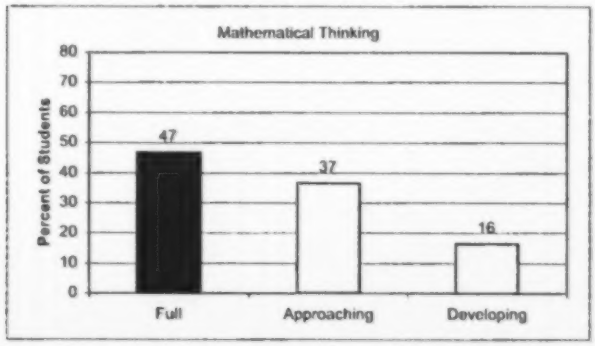
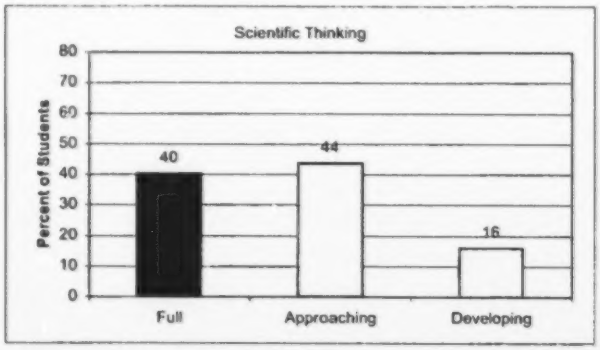
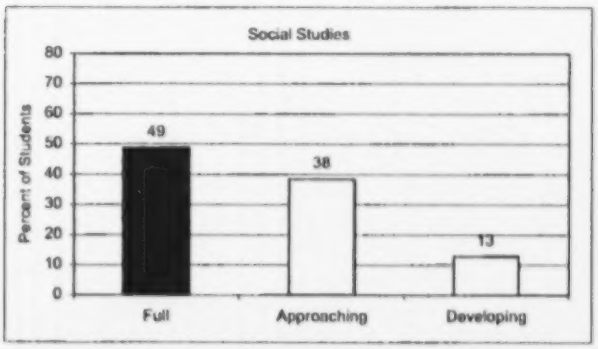
Washington County - Percentage of Kindergarten Students

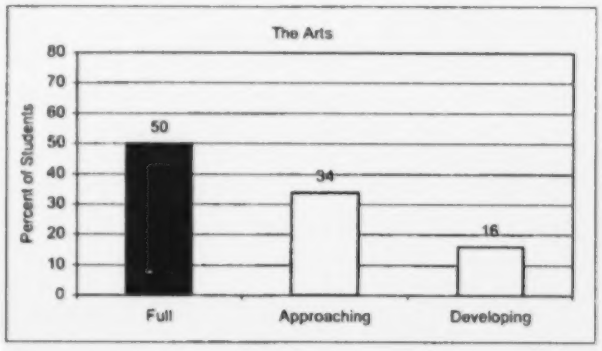


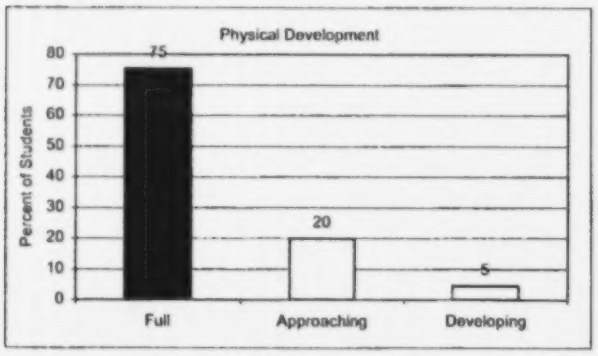


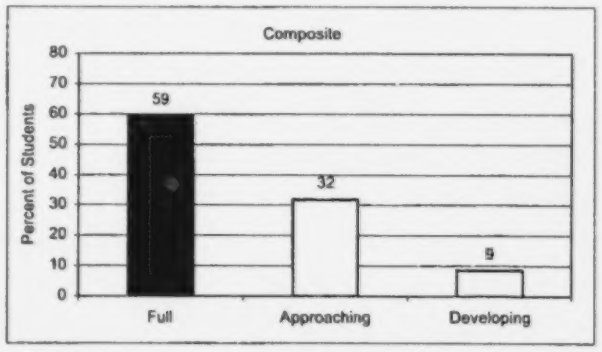












Washington County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	62	31	8	46	54	0	31	46	23	15	54	31	46	31	23	23	46	31	58	25	17	33	42	25
African American	57	34	9	44	50	7	31	43	26	35	37	28	28	52	20	34	42	25	73	23	4	43	46	11
White	67	26	7	63	32	5	50	36	15	41	45	14	52	37	12	53	32	15	76	20	4	62	30	8
Hispanic	73	18	9	52	48	0	36	39	24	52	30	18	45	36	18	34	44	22	72	22	6	53	31	16
Gender																								
Male	61	29	10	56	37	7	45	37	18	40	44	16	46	40	14	46	34	19	71	24	6	55	35	10
Female	72	24	5	65	31	3	49	36	14	40	44	16	52	36	12	54	33	13	80	16	3	65	28	7
Prior Care																								
Child Care Center	63	30	6	71	25	3	52	32	16	38	46	16	52	38	10	55	34	11	73	25	2	65	29	6
Family Child Care	69	27	4	55	42	3	45	39	15	42	39	18	50	34	16	48	35	17	68	27	6	54	34	11
Head Start	51	34	15	43	44	12	29	41	30	44	25	31	36	35	29	36	36	29	77	12	11	45	35	20
Home / Informal Care	64	26	10	52	39	9	38	40	22	38	44	18	43	40	17	40	38	23	75	21	4	52	36	11
Non-public Nursery	82	14	4	80	19	1	61	33	5	46	49	4	71	26	3	70	23	6	90	10	0	78	20	2
Pre-Kindergarten	66	29	5	59	38	3	50	36	14	42	43	15	50	39	11	53	33	13	74	21	5	61	33	7
Special Education																								
Yes	46	39	15	33	50	18	26	42	32	22	49	29	25	43	32	22	38	40	60	26	14	34	40	26
No	68	25	6	63	33	4	49	36	15	42	43	15	51	38	11	53	34	14	77	20	4	62	31	7
Limited English Proficiency																								
Yes	59	27	14	41	55	5	32	32	36	41	32	27	41	32	27	32	27	41	73	9	18	45	27	27
No	66	27	7	61	34	5	47	37	16	40	44	16	49	38	13	50	34	16	75	20	4	60	32	8
Free and Reduced Price Meals																								
Yes	57	31	12	48	44	8	38	37	25	36	40	24	36	41	23	36	39	25	68	25	7	48	37	15
No	70	25	5	66	31	4	51	37	13	42	45	13	54	37	9	56	32	12	78	18	4	64	30	6
* = fewer than 5	May not total 100% due to rounding.																							

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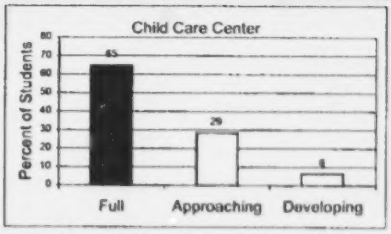
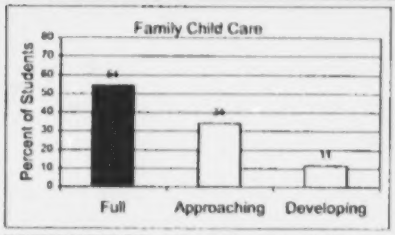
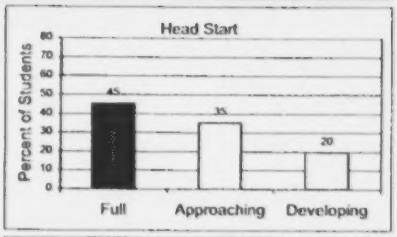
Washington County 2002-2003

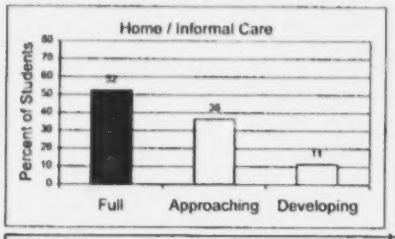
Disaggregated by Prior Care Composite Score

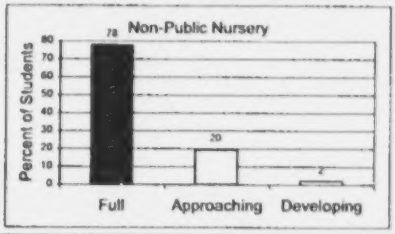
Entering Kindergarten

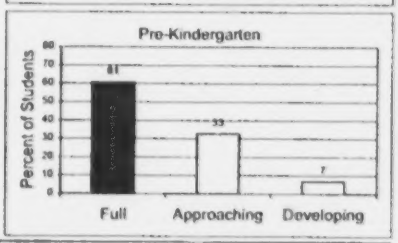












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

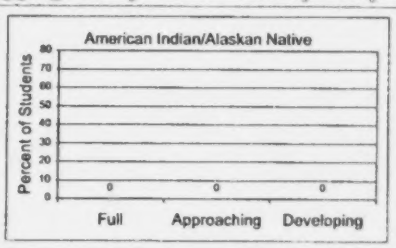
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

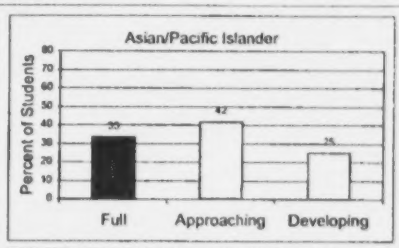
Pre-kindergarten

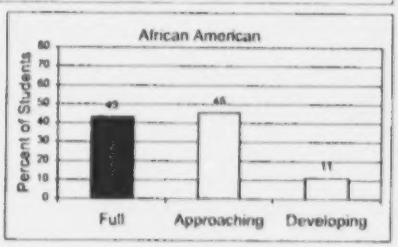
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

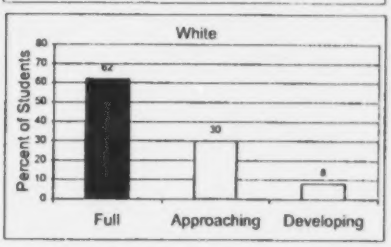
Disaggregated by Race / Ethnicity Composite Score

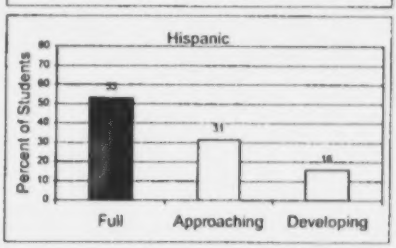
Entering Kindergarten







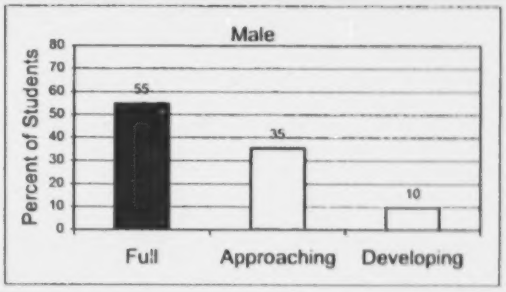


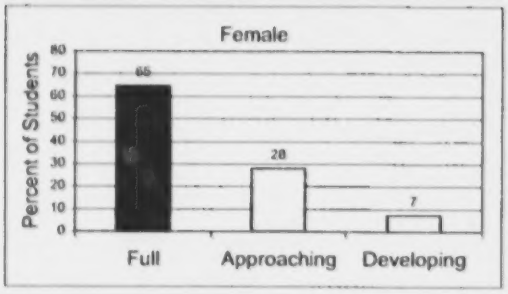


Washington County 2002-2003

Disaggregated by Gender Composite Score

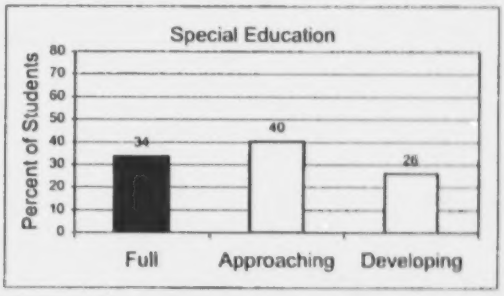
Entering Kindergarten

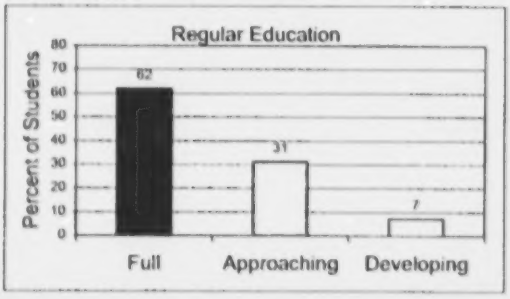




Disaggregated by Special Education Composite Score

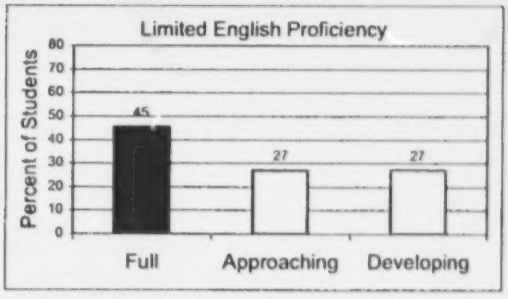
Entering Kindergarten

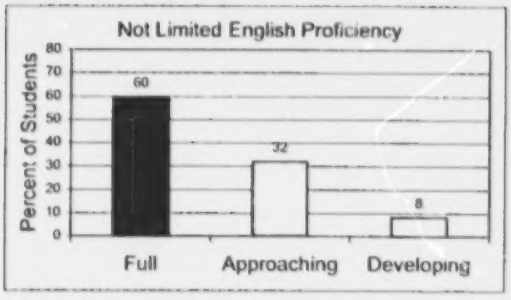




Disaggregated by Limited English Proficiency Composite Score

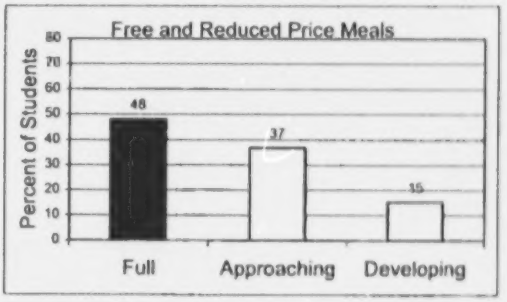
Entering Kindergarten

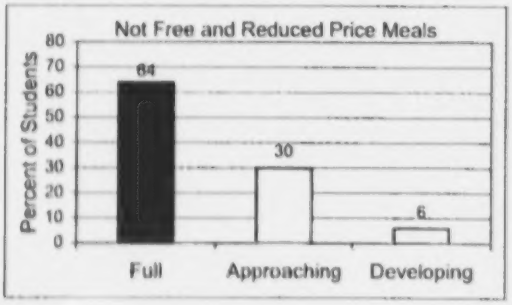




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Washington County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	8	4	1	6	7	0	4	6	3	2	7	4	6	4	3	3	6	4	7	3	2	4	5	3
African American	93	55	15	71	81	11	50	70	43	57	60	46	45	84	33	55	68	40	119	37	7	70	74	18
White	830	319	85	779	392	62	611	439	184	504	555	174	635	453	144	652	400	180	936	243	55	762	370	98
Hispanic	24	6	3	17	16	0	12	13	8	17	10	6	15	12	6	11	14	7	23	7	2	17	10	5
Gender																								
Male	460	218	72	420	278	51	335	277	138	301	327	121	343	302	105	347	258	143	529	176	43	409	264	73
Female	498	166	32	455	219	22	342	254	100	281	306	109	360	252	81	375	232	88	559	114	23	447	195	51
Prior Care																								
Child Care Center	80	38	8	90	32	4	66	40	20	48	58	20	65	48	13	69	43	14	92	31	3	82	36	8
Family Child Care	49	19	3	39	30	2	32	28	11	30	28	13	35	24	11	34	25	12	48	19	4	38	24	8
Head Start	66	44	19	56	57	16	37	53	39	57	32	40	46	45	37	46	46	37	99	16	14	58	45	25
Home / Informal Care	224	92	36	184	137	31	135	140	77	134	156	62	151	142	59	139	133	79	262	75	14	184	128	39
Non-Public Nursery	150	26	8	147	34	2	113	61	10	85	90	8	131	48	5	129	43	11	166	18	0	142	36	4
Pre-Kindergarten	281	123	23	254	161	12	214	155	58	181	182	64	213	167	47	227	143	57	315	89	22	258	139	29
Special Education																								
Yes	55	46	18	39	59	21	31	50	38	26	58	35	30	51	38	26	45	48	71	31	17	40	48	31
No	903	338	86	836	438	52	646	481	200	556	575	199	673	503	148	696	445	183	1,017	259	49	816	411	93
Limited English Proficiency																								
Yes	13	6	3	9	12	1	7	7	8	9	7	7	9	7	6	7	6	9	16	2	4	10	6	6
No	945	378	101	866	485	72	670	524	230	573	626	224	694	547	180	715	484	222	1072	288	62	846	453	118
Free and Reduced Price Meals																								
Yes	237	129	51	200	182	35	157	154	106	150	166	101	151	169	94	150	161	105	285	103	29	199	152	63
No	721	255	53	675	315	38	520	377	132	432	467	129	552	385	92	572	329	126	803	187	37	657	307	61

* = fewer than 5

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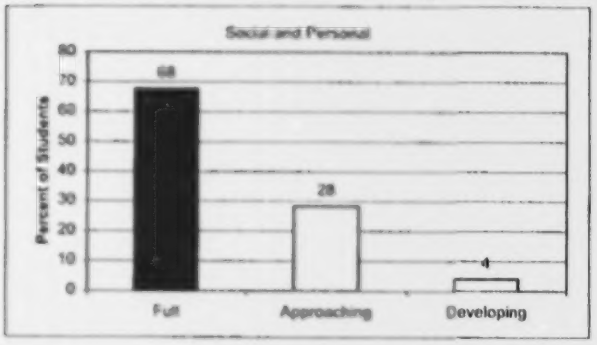
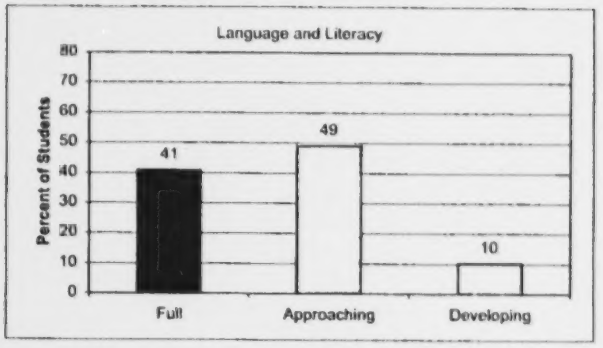
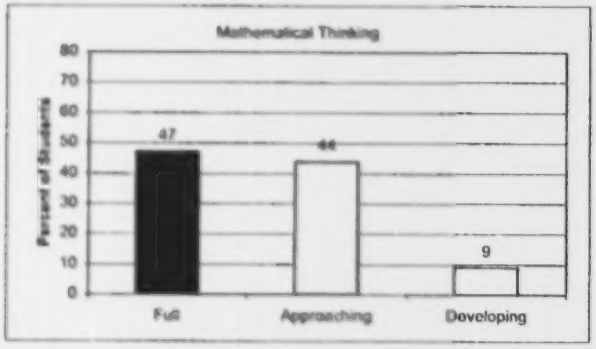
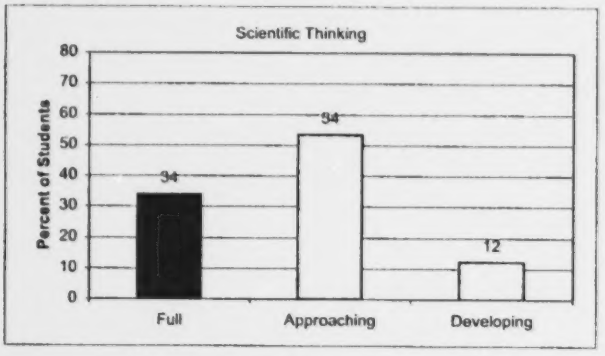
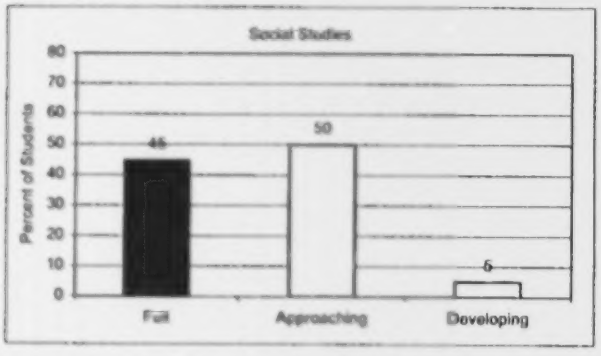
Wicomico County - Percentage of Kindergarten Students

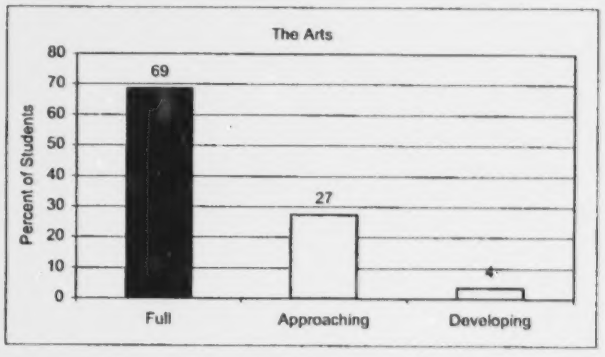


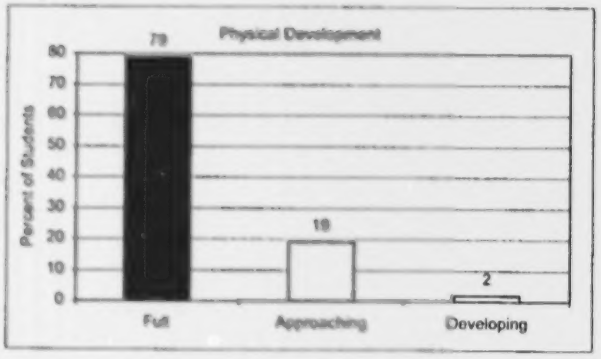


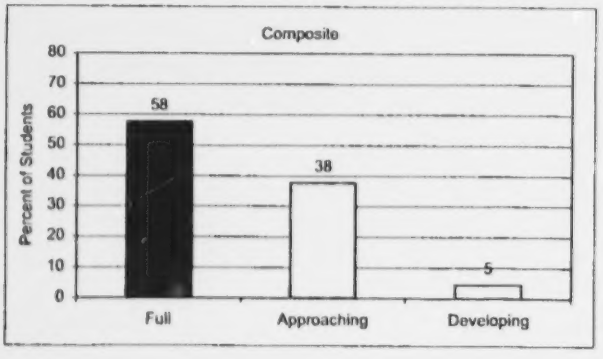












Wicomico County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	79	13	8	42	54	4	54	38	8	35	57	9	41	45	14	52	48	0	75	25	0	60	35	5
African American	64	30	5	38	49	13	40	49	11	33	53	14	41	54	5	69	27	4	78	19	3	55	39	6
White	69	28	3	43	49	8	53	40	7	35	54	11	49	47	4	69	28	4	80	19	2	60	37	3
Hispanic	76	24	0	39	50	11	33	57	10	37	50	13	31	55	14	76	21	3	77	23	0	56	37	7
Gender																								
Male	61	35	4	36	52	12	43	47	10	31	55	14	43	52	5	60	35	6	73	24	3	52	43	5
Female	74	22	3	46	46	8	51	41	8	37	52	11	47	49	5	78	20	2	85	14	1	63	32	4
Prior Care																								
Child Care Center	68	29	3	42	50	8	49	44	8	27	59	14	41	55	4	75	22	4	86	14	0	58	39	3
Family Child Care	73	27	0	43	50	7	67	30	3	47	50	3	69	31	0	87	10	3	90	10	0	83	17	0
Head Start	54	38	9	23	49	29	32	49	18	21	61	17	36	59	6	57	36	7	61	32	7	43	48	10
Home / Informal Care	56	40	4	26	54	20	34	49	17	19	60	21	30	61	9	54	40	6	65	35	1	38	52	10
Non-public Nursery	82	18	0	46	52	2	50	48	2	46	37	17	56	40	4	82	18	0	87	13	0	67	31	2
Pre-Kindergarten	73	24	3	51	43	5	58	36	6	44	48	8	56	41	3	73	25	2	83	15	1	67	31	2
Special Education																								
Yes	56	37	7	36	48	17	42	42	16	28	58	14	37	51	12	52	38	10	67	28	5	51	41	7
No	68	28	4	41	49	10	47	44	9	34	53	12	45	50	5	70	27	3	79	19	2	58	37	4
Limited English Proficiency																								
Yes	79	18	3	30	58	12	32	53	15	36	48	15	26	59	15	56	41	3	71	29	0	53	40	7
No	67	29	4	41	49	10	48	44	9	34	54	12	46	50	5	69	27	4	79	19	2	58	38	5
Free and Reduced Price Meals																								
Yes	70	25	5	41	49	10	44	45	11	36	50	14	43	51	6	68	28	3	81	16	3	58	37	5
No	67	30	4	41	49	10	48	44	8	34	55	12	46	50	4	69	27	4	78	20	2	58	38	4
* = fewer than 5	May not total 100% due to rounding.																							

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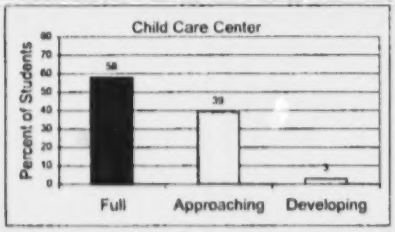
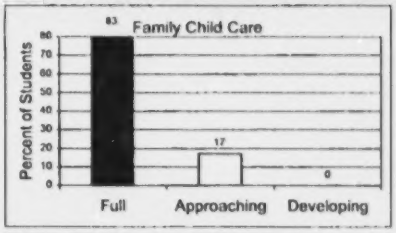
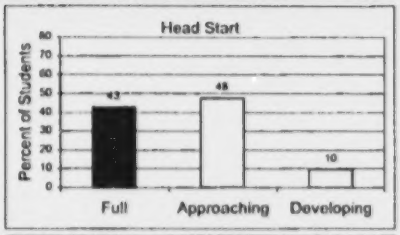
Wicomico County 2002-2003

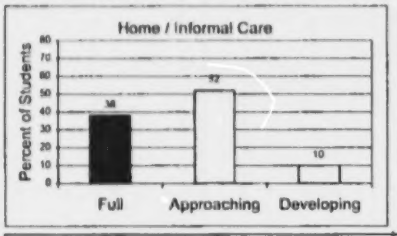
Disaggregated by Prior Care Composite Score

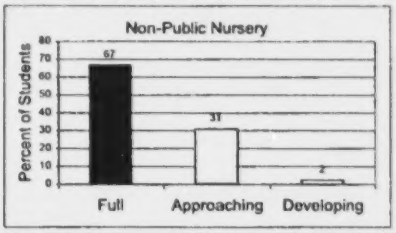
Entering Kindergarten

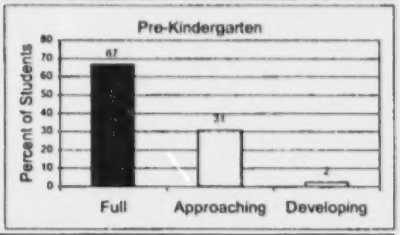












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

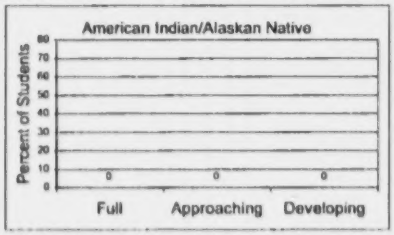
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

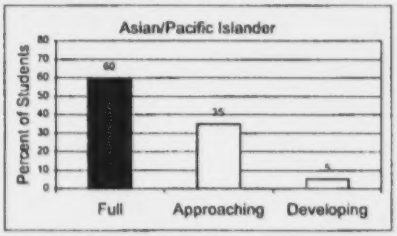
Pre-kindergarten

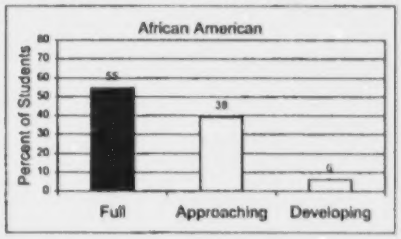
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

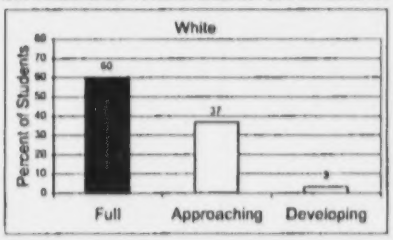
Disaggregated by Race / Ethnicity Composite Score

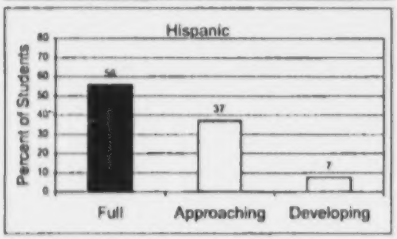
Entering Kindergarten







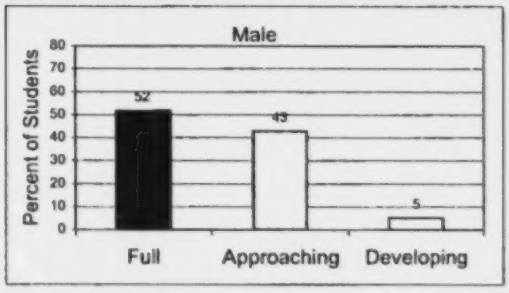


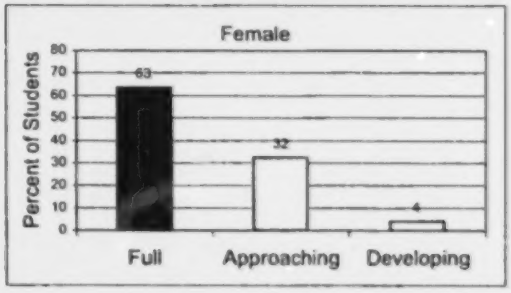


Wicomico County 2002-2003

Disaggregated by Gender Composite Score

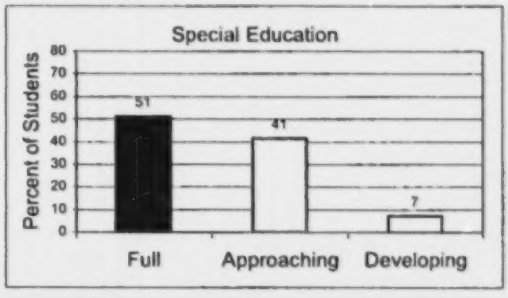
Entering Kindergarten

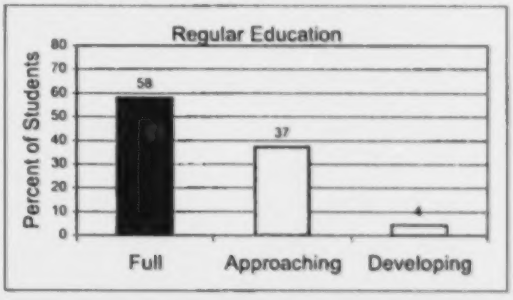




Disaggregated by Special Education Composite Score

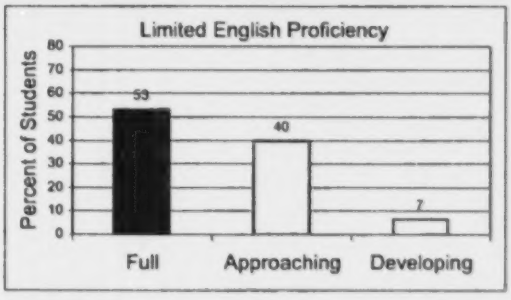
Entering Kindergarten

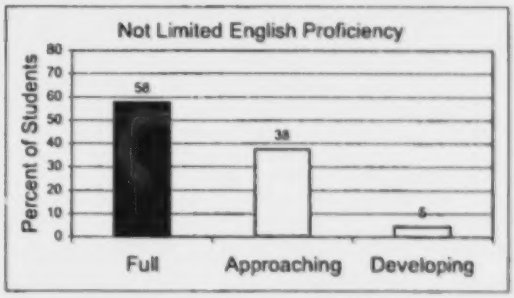




Disaggregated by Limited English Proficiency Composite Score

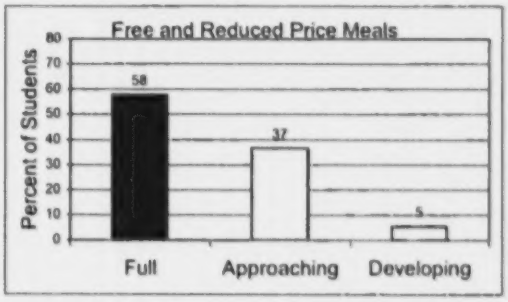
Entering Kindergarten

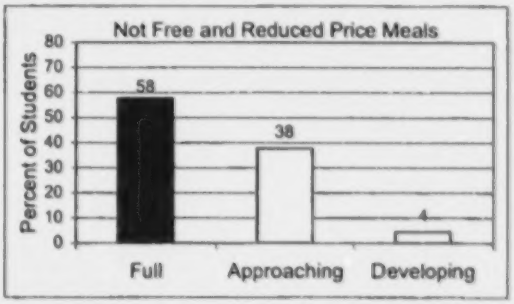




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Wicomico County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	19	3	2	10	13	1	13	9	2	8	13	2	9	10	3	12	11	0	18	6	0	12	7	1
African American	218	103	17	125	164	43	137	169	39	111	180	48	139	183	18	234	92	13	269	65	10	168	121	19
White	355	147	16	225	254	43	278	212	39	182	281	59	252	246	20	357	143	19	422	100	8	289	177	16
Hispanic	22	7	0	11	14	3	10	17	3	11	15	4	9	16	4	22	6	1	23	7	0	15	10	2
Gender																								
Male	278	159	20	165	240	55	200	222	46	143	255	64	197	237	25	275	159	26	343	112	14	221	183	22
Female	343	102	16	208	209	37	241	190	38	172	238	49	215	223	21	358	93	8	396	67	5	266	136	17
Prior Care																								
Child Care Center	53	23	2	30	36	6	39	35	6	21	46	11	31	42	3	59	17	3	69	11	0	40	27	2
Family Child Care	22	8	0	13	15	2	20	9	1	14	15	1	20	9	0	26	3	1	27	3	0	24	5	0
Head Start	37	26	6	16	34	20	23	35	13	15	43	12	25	41	4	38	24	5	42	22	5	27	30	6
Home / Informal Care	79	56	6	36	76	28	49	71	24	27	84	30	43	86	13	75	56	9	93	50	1	49	67	13
Non-Public Nursery	37	8	0	21	24	1	23	22	1	21	17	8	25	18	2	36	8	0	40	6	0	28	13	1
Pre-Kindergarten	339	111	16	239	202	25	276	170	31	207	225	40	261	191	16	345	118	8	397	74	7	289	134	10
Special Education																								
Yes	24	16	3	15	20	7	18	18	7	12	25	6	16	22	5	22	16	4	29	12	2	21	17	3
No	593	245	33	358	427	84	421	393	76	301	467	106	394	436	41	608	235	30	707	166	17	465	300	36
Limited English Proficiency																								
Yes	27	6	1	10	19	4	11	18	5	12	16	5	9	20	5	18	13	1	24	10	0	16	12	2
No	591	255	35	363	428	88	428	393	79	301	476	108	401	439	41	612	239	33	712	169	19	470	306	37
Free and Reduced Price Meals																								
Yes	169	59	12	97	115	23	107	108	27	86	119	33	102	121	15	163	67	8	197	38	7	128	81	12
No	449	199	24	276	330	67	332	300	56	227	370	79	308	335	30	465	184	25	537	139	12	358	234	27
* = fewer than 5																								

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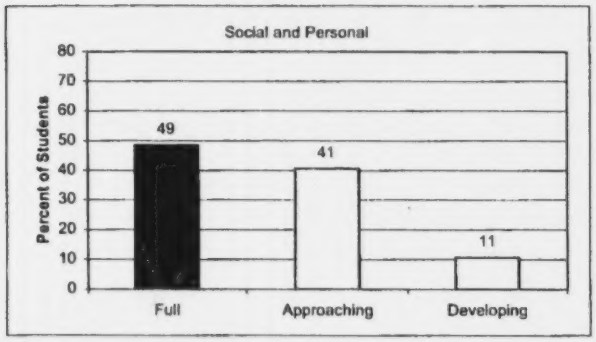
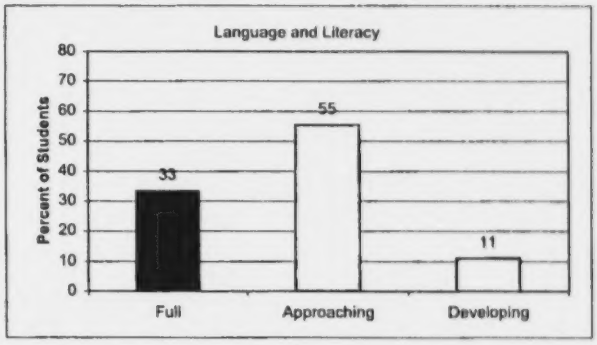
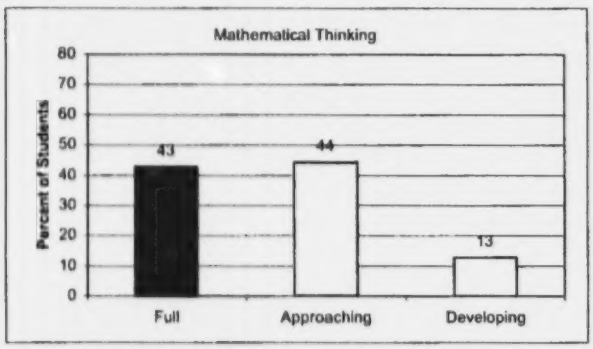
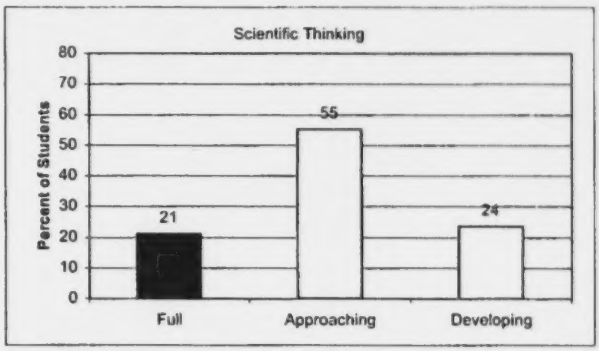
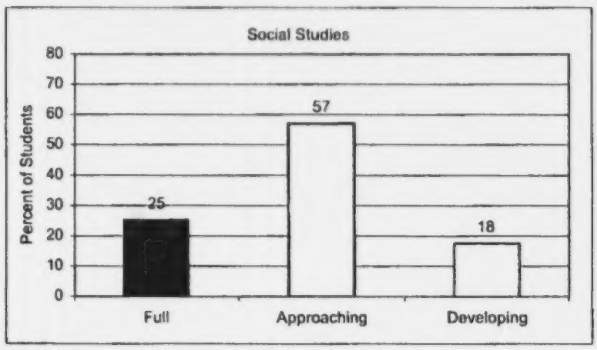
Worcester County - Percentage of Kindergarten Students

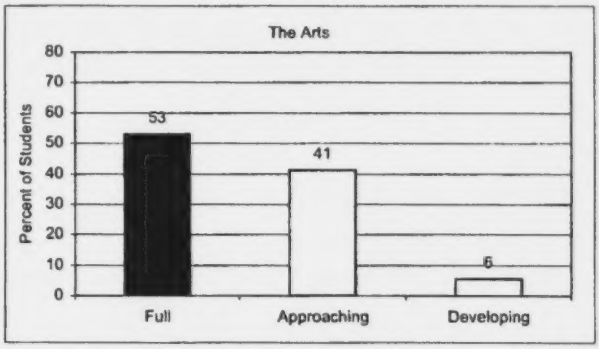


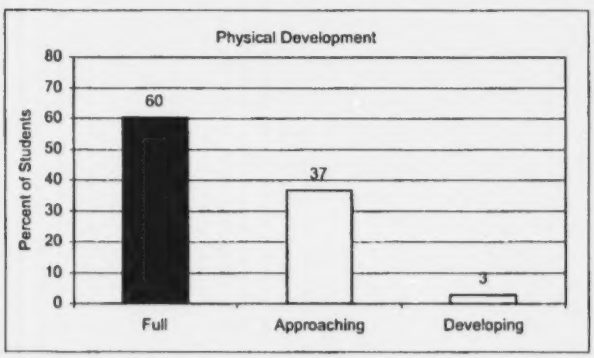


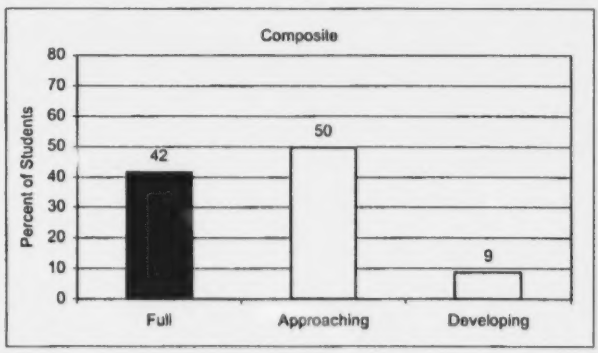












Worcester County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	38	41	21	32	53	15	37	39	24	18	45	36	22	53	26	48	45	7	49	42	8	36	49	15
White	52	40	8	34	56	10	44	47	9	22	59	19	26	59	15	54	40	5	63	35	1	44	49	7
Hispanic	56	44	0	44	56	0	56	22	22	44	33	22	56	22	22	67	33	0	78	22	0	56	44	0
Gender																								
Male	37	49	14	31	54	15	43	45	12	24	51	25	26	53	22	42	49	9	52	44	3	36	52	13
Female	59	33	8	36	57	8	43	44	14	19	59	22	25	61	14	64	34	2	68	30	2	47	48	5
Prior Care																								
Child Care Center	41	41	17	30	63	7	47	40	13	13	63	23	10	79	10	33	60	7	57	43	0	32	61	7
Family Child Care	50	38	13	38	50	13	38	38	25	13	25	63	13	50	38	50	50	0	63	13	25	50	38	13
Head Start	37	39	25	23	60	18	31	48	21	10	58	32	9	62	29	48	43	9	44	51	5	31	52	17
Home / Informal Care	48	41	11	21	67	12	35	51	14	12	61	27	18	63	19	47	47	7	54	43	3	29	60	11
Non-public Nursery	56	42	3	31	63	6	46	49	5	23	66	11	32	57	11	59	38	3	69	31	0	59	38	3
Pre-Kindergarten	52	41	6	47	43	9	52	38	10	34	47	19	39	47	15	62	33	4	69	28	3	52	42	5
Special Education																								
Yes	19	62	19	0	86	14	10	76	14	10	57	33	14	57	29	43	48	10	43	52	5	14	81	5
No	50	40	10	35	55	10	45	43	12	22	57	22	26	58	15	55	40	5	62	36	2	44	48	8
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	49	40	11	34	55	11	43	44	13	21	55	24	25	57	18	53	41	6	60	37	3	42	49	9
Free and Reduced Price Meals																								
Yes	43	43	14	0	67	33	0	71	29	0	57	43	0	71	29	60	20	20	57	29	14	*	*	*
No	40	40	20	50	50	0	67	33	0	50	50	0	50	50	0	83	0	17	67	17	17	60	40	0
* = fewer than 5	May not total 100% due to rounding.																							

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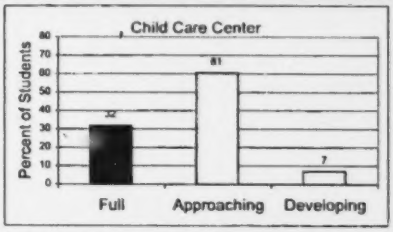
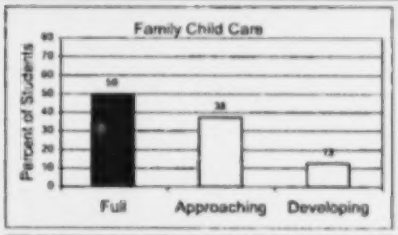
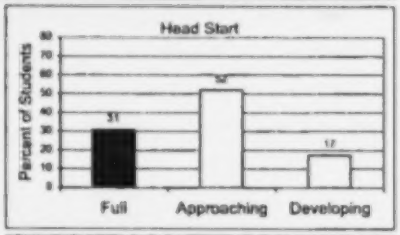
Worcester County 2002-2003

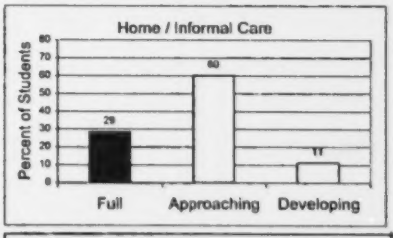
Disaggregated by Prior Care Composite Score

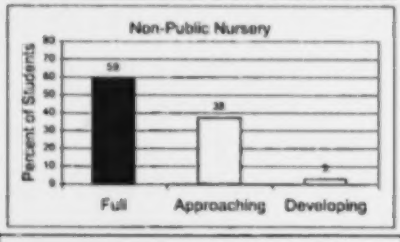
Entering Kindergarten

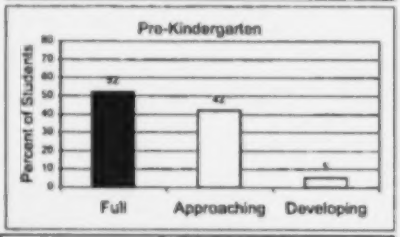












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

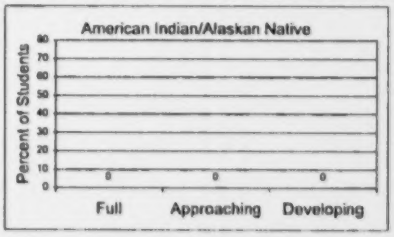
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

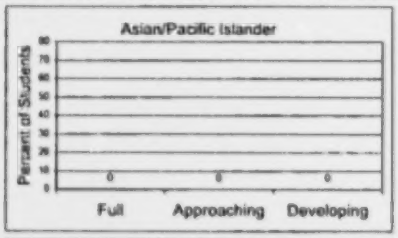
Pre-kindergarten

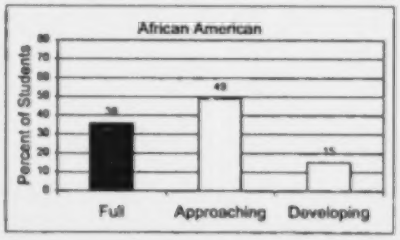
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

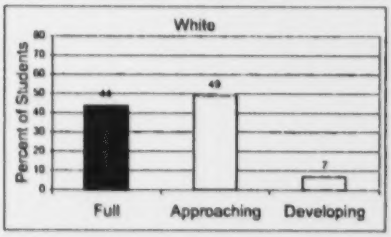
Disaggregated by Race / Ethnicity Composite Score

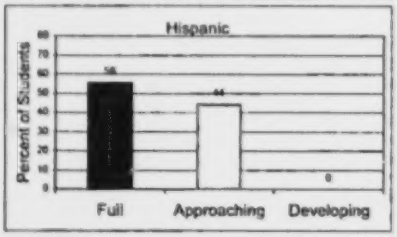
Entering Kindergarten







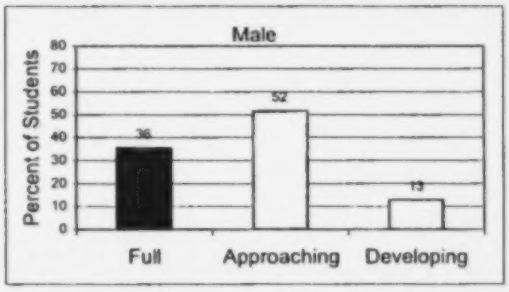


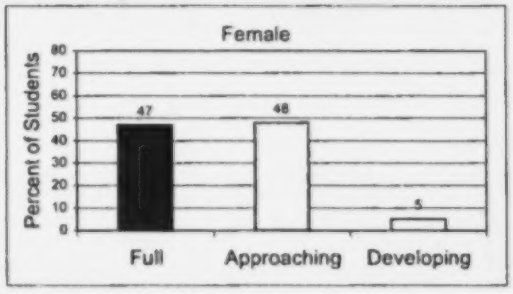


Worcester County 2002-2003

Disaggregated by Gender Composite Score

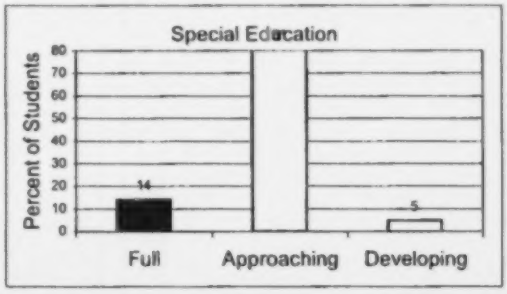
Entering Kindergarten

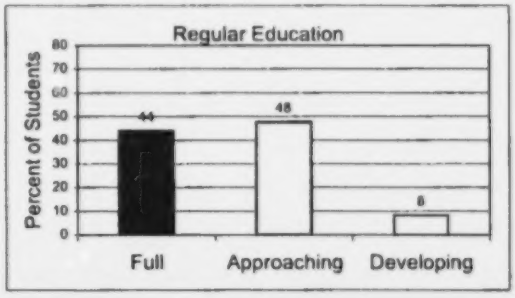




Disaggregated by Special Education Composite Score

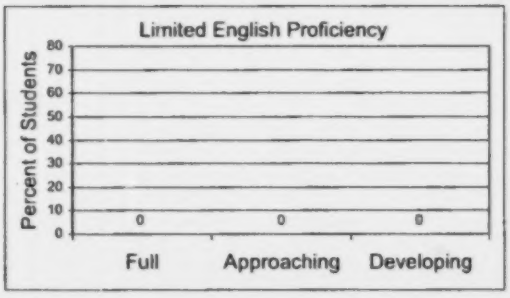
Entering Kindergarten

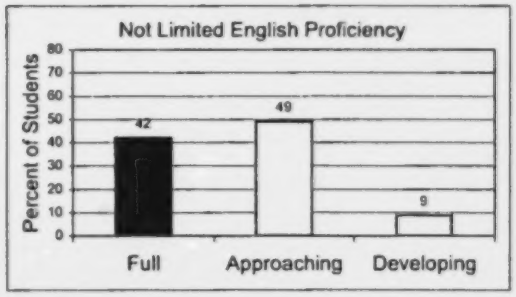




Disaggregated by Limited English Proficiency Composite Score

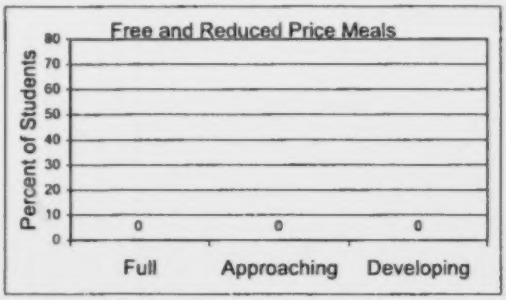
Entering Kindergarten

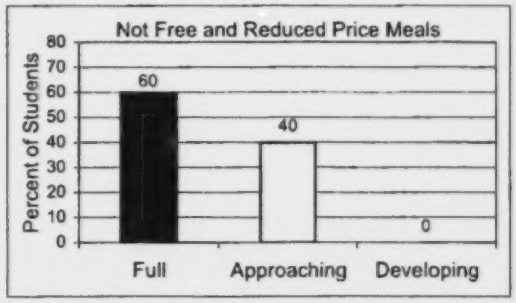




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Worcester County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	37	40	20	31	52	15	36	38	24	18	45	36	21	51	25	47	44	7	49	42	8	33	45	14
White	152	117	23	100	162	29	132	140	27	64	174	57	76	174	45	160	118	16	188	105	4	119	133	19
Hispanic	5	4	0	4	5	0	5	2	2	4	3	2	5	2	2	6	3	0	7	2	0	5	4	0
Gender																								
Male	74	97	28	61	106	29	87	92	24	48	103	50	51	106	43	84	99	18	107	90	7	64	93	23
Female	123	68	16	75	119	16	90	92	29	39	124	47	52	128	29	133	70	5	142	62	5	94	96	10
Prior Care																								
Child Care Center	12	12	5	9	19	2	14	12	4	4	19	7	3	23	3	10	18	2	17	13	0	9	17	2
Family Child Care	4	3	1	3	4	1	3	3	2	1	2	5	1	4	3	4	4	0	5	1	2	4	3	1
Head Start	21	22	14	13	34	10	18	28	12	6	34	19	5	36	17	28	25	5	26	30	3	16	27	9
Home / Informal Care	56	47	13	24	77	14	41	60	17	14	71	32	21	73	22	54	54	8	64	51	3	31	65	12
Non-Public Nursery	20	15	1	11	22	2	17	18	2	8	23	4	12	21	4	22	14	1	25	11	0	19	12	1
Pre-Kindergarten	82	65	10	75	68	15	83	61	16	54	75	30	61	74	23	98	52	7	110	45	4	78	63	8
Special Education																								
Yes	4	13	4	0	16	3	2	16	3	2	12	7	3	12	6	9	10	2	9	11	1	3	17	1
No	182	145	36	128	198	36	166	158	46	80	208	80	96	213	56	200	147	19	229	131	9	149	162	28
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	196	162	44	136	221	45	176	181	53	87	224	96	103	230	72	215	167	23	245	152	12	158	185	33
Free and Reduced Price Meals																								
Yes	3	3	1	0	4	2	0	5	2	0	4	3	0	5	2	3	1	1	4	2	1	*	*	*
No	2	2	1	3	3	0	4	2	0	3	3	0	3	3	0	5	0	1	4	1	1	3	2	0
* = fewer than 5																								

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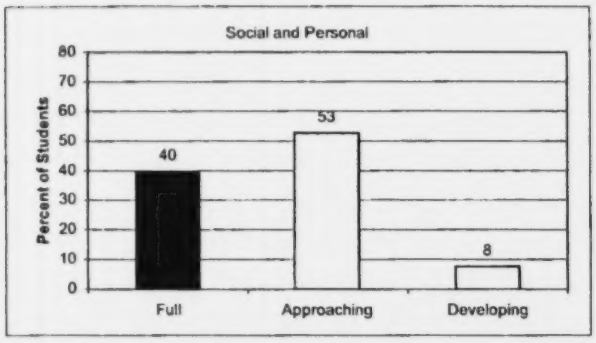
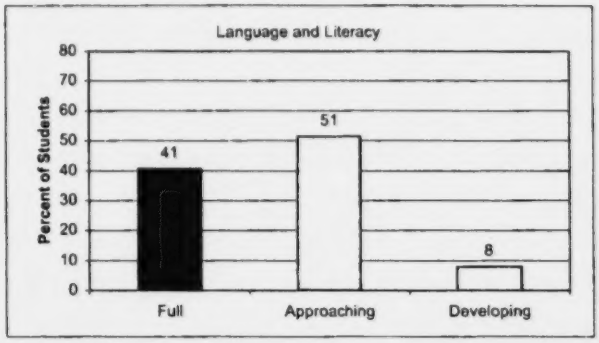
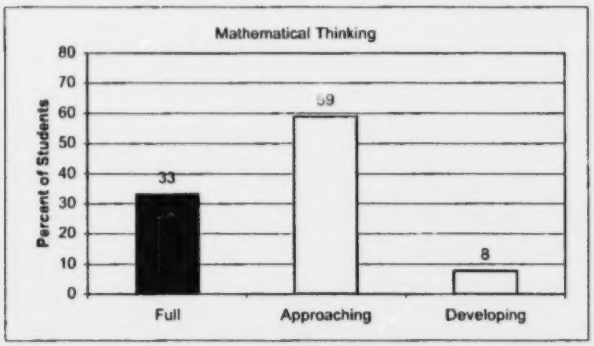
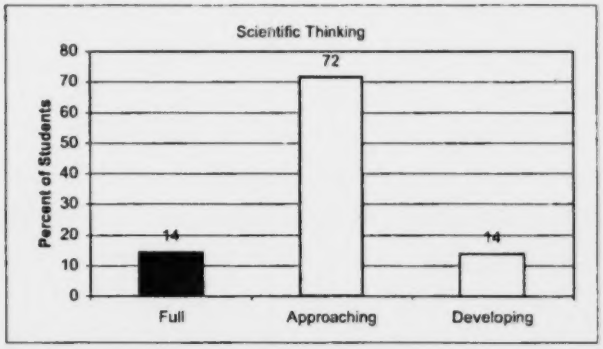
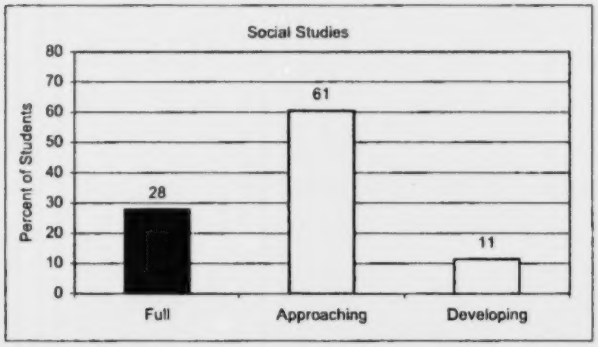
Edison Schools - Percentage of Kindergarten Students

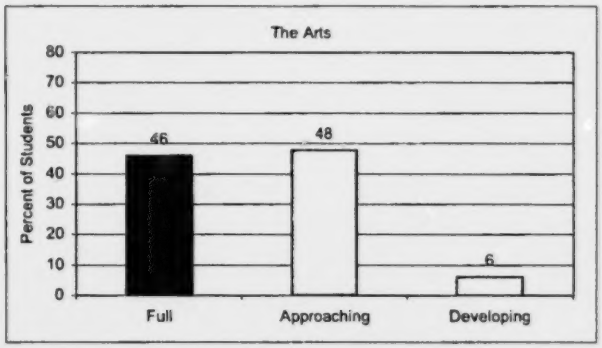


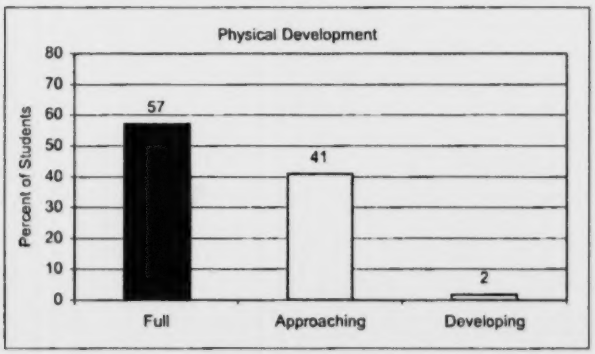


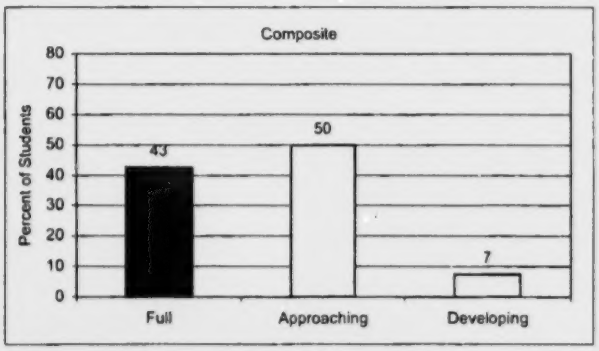












Edison Schools - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	40	52	8	46	43	11	36	54	10	19	62	18	33	53	15	56	36	8	65	33	2	48	43	9
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	39	50	11	45	43	12	33	55	12	21	59	19	31	53	16	55	36	9	64	33	3	47	43	10
Female	43	56	2	46	44	10	40	53	6	16	68	16	34	53	13	56	37	6	66	34	0	49	42	8
Prior Care																								
Child Care Center	37	58	5	40	60	0	40	60	0	0	100	0	22	78	0	16	84	0	42	53	5	42	58	0
Family Child Care	67	17	17	29	57	14	29	57	14	0	86	14	0	86	14	0	86	14	33	67	0	0	80	20
Head Start	47	37	16	42	47	11	37	63	0	11	68	21	16	58	26	42	42	16	58	42	0	37	58	5
Home / Informal Care	31	63	7	36	55	9	22	66	13	14	71	14	30	59	10	52	43	5	57	41	3	38	52	10
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	44	49	7	45	47	8	42	51	7	20	64	16	34	54	12	52	42	6	62	37	1	49	44	7
Special Education																								
Yes	33	33	33	33	33	33	17	50	33	17	33	50	17	50	33	33	33	33	17	67	17	17	50	33
No	40	53	7	46	44	10	37	54	9	19	64	17	33	53	14	56	37	7	67	32	1	49	43	8
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	40	53	8	41	51	8	33	59	8	14	72	14	28	61	11	46	48	6	57	41	2	43	50	7
Free and Reduced Price Meals																								
Yes	46	47	8	49	40	11	41	48	11	23	57	20	34	49	17	57	34	8	70	27	3	51	39	10
No	32	60	8	31	65	4	24	72	4	4	90	6	20	75	5	32	65	3	42	57	1	30	66	4
* = fewer than 5	May not total 100% due to rounding.																							

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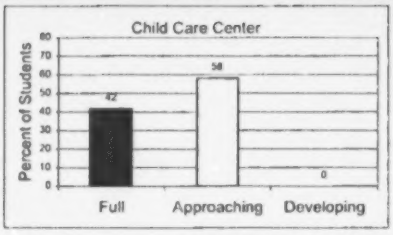
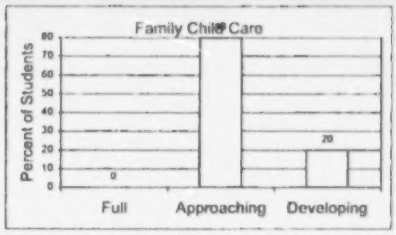
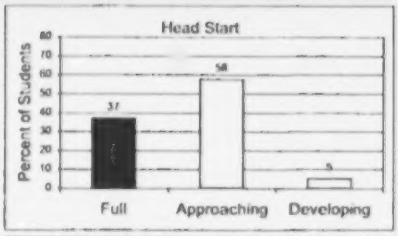
Edison Schools 2002-2003

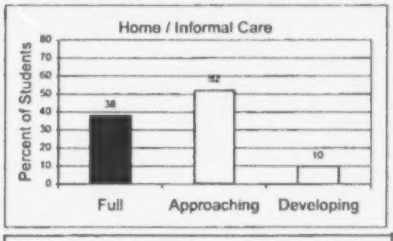
Disaggregated by Prior Care Composite Score

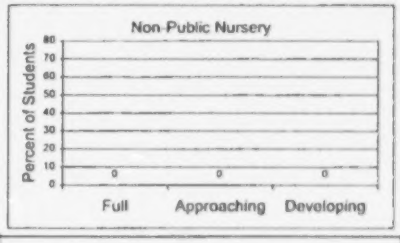
Entering Kindergarten

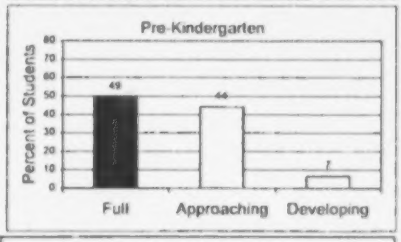












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

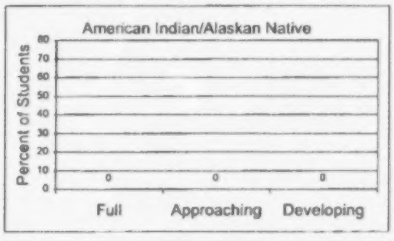
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.

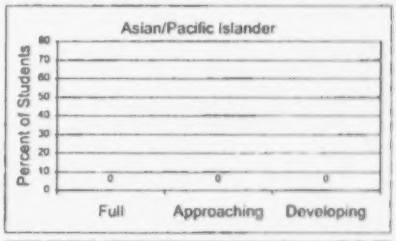
Pre-kindergarten

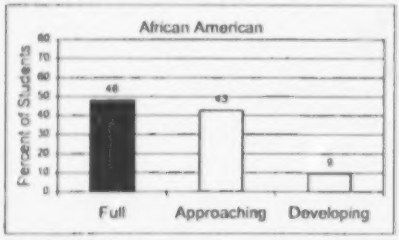
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

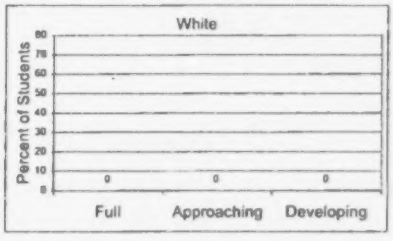
Disaggregated by Race / Ethnicity Composite Score

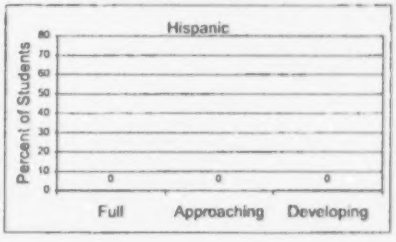
Entering Kindergarten







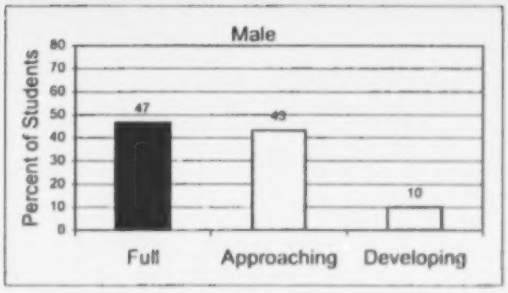


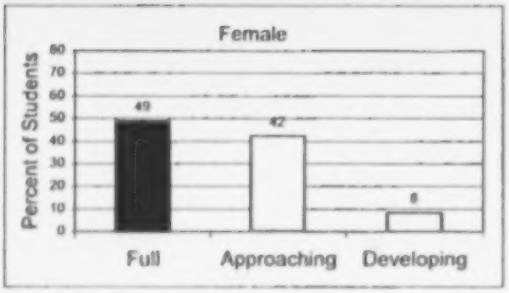


Edison Schools 2002-2003

Disaggregated by Gender Composite Score

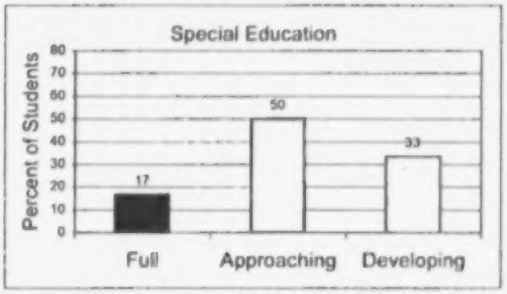
Entering Kindergarten

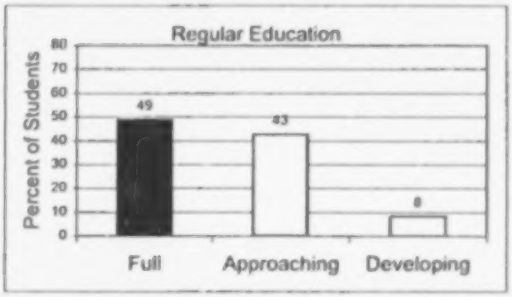




Disaggregated by Special Education Composite Score

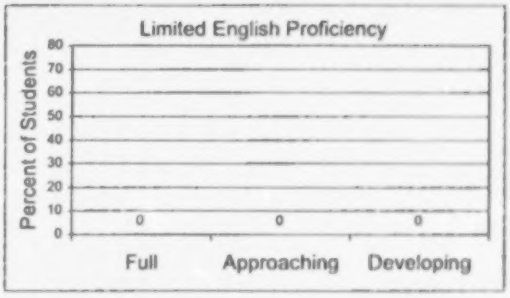
Entering Kindergarten

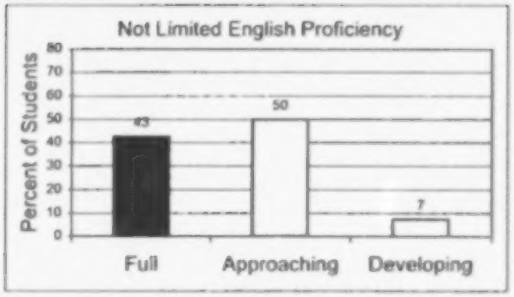




Disaggregated by Limited English Proficiency Composite Score

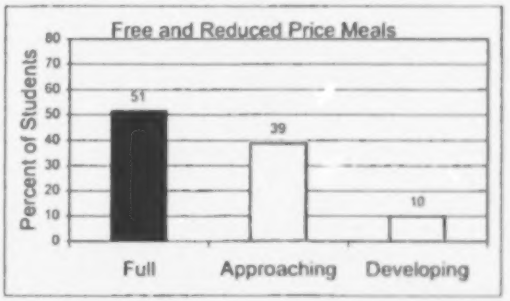
Entering Kindergarten

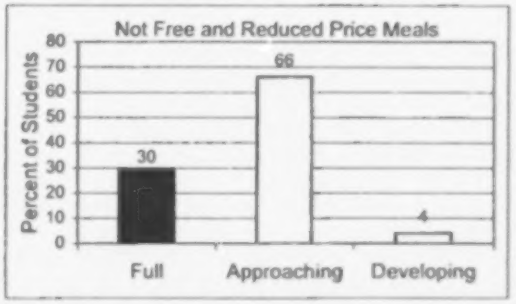




Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten





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Edison Schools - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	63	81	12	71	67	17	57	85	16	31	99	29	52	84	24	89	58	13	103	52	3	71	63	14
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	37	48	11	43	41	11	32	53	12	21	58	19	31	52	16	54	36	9	63	32	3	42	39	9
Female	26	34	1	28	27	6	25	33	4	10	42	10	21	33	8	35	23	4	40	21	0	29	25	5
Prior Care																								
Child Care Center	7	11	1	8	12	0	8	12	0	0	17	0	4	14	0	3	16	0	8	10	1	5	7	0
Family Child Care	4	1	1	2	4	1	2	4	1	0	6	1	0	6	1	0	6	1	2	4	0	0	4	1
Head Start	9	7	3	8	9	2	7	12	0	2	13	4	3	11	5	8	8	3	11	8	0	7	11	1
Home / Informal Care	23	47	5	28	42	7	17	52	10	11	55	11	24	47	8	40	33	4	45	32	2	27	37	7
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	37	41	6	38	40	7	36	44	6	18	57	14	30	48	11	44	36	5	53	32	1	37	33	5
Special Education																								
Yes	2	2	2	2	2	2	1	3	2	1	2	3	1	3	2	2	2	2	1	4	1	1	3	2
No	61	80	10	69	66	15	56	83	14	30	98	26	51	82	22	87	57	11	102	49	2	70	61	12
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	83	110	16	87	110	17	72	128	17	31	154	30	61	132	25	98	102	13	123	88	4	80	94	14
Free and Reduced Price Meals																								
Yes	53	54	9	57	46	13	48	56	13	27	68	24	41	58	20	68	41	10	82	32	3	57	43	11
No	30	56	7	30	64	4	24	72	4	4	86	6	20	74	5	30	61	3	41	56	1	23	51	3
* = fewer than 5																								

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APPENDIX C

Number of Participating Kindergarten Students by State and Local School System

Appendix C is included in the State and in each of the County Reports

APPENDIX D

Comparison of School Readiness Information from School Year 2002-03 with the baseline from 2001-2002

School Readiness Information
School Years 2001-02 and 2002-03

	Social/ Personal		Language/ Literacy		Mathematical Thinking		Scientific Thinking		Social Studies		Arts		Physical Development		Composite	
	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03
STATE																
Developing	9	8	14	12	13	12	17	14	13	11	7	5	4	3	7	7
Approaching	36	33	50	46	47	43	59	57	55	52	42	36	35	30	44	41
Full	55	60	36	42	40	44	24	29	32	37	51	58	60	66	49	52
ALLEGANY																
Developing	12	13	10	15	11	12	4	6	2	3	5	4	4	5	4	6
Approaching	21	20	41	40	26	28	62	53	36	38	21	23	25	27	30	33
Full	67	67	49	45	63	60	34	40	62	59	74	72	70	68	66	61
ANNE ARUNDEL																
Developing	6	7	12	13	11	11	13	13	8	10	7	8	3	4	5	8
Approaching	34	36	49	47	47	45	65	62	56	56	44	42	37	38	44	45
Full	60	57	40	40	42	43	22	25	34	33	48	50	60	58	51	46
BALTIMORE CITY																
Developing	12	10	13	12	16	15	16	14	15	14	6	4	4	3	8	8
Approaching	51	49	66	63	66	65	72	73	72	73	59	55	49	46	64	60
Full	36	41	21	25	18	20	12	13	14	13	35	41	46	52	28	32
BALTIMORE CO																
Developing	10	7	18	11	17	10	23	13	14	8	11	6	6	3	10	7
Approaching	47	31	61	45	56	38	66	57	65	46	54	35	50	32	58	38
Full	43	63	21	44	28	52	11	30	21	47	36	60	44	65	32	55
CALVERT																
Developing	10	8	13	9	9	6	13	11	10	8	5	7	2	2	5	6
Approaching	38	26	53	42	45	32	61	53	52	48	47	34	36	20	46	31
Full	52	66	34	49	46	62	26	36	38	45	48	60	62	78	48	63
CAROLINE																
Developing	11	7	13	11	13	8	22	11	26	19	8	6	6	3	10	6
Approaching	42	34	55	50	46	44	54	59	51	55	49	39	34	24	47	45
Full	47	59	32	39	41	49	24	29	23	26	42	55	60	73	42	49

School Readiness Information
School Years 2001-02 and 2002-03

	Social/ Personal		Language/ Literacy		Mathematical Thinking		Scientific Thinking		Social Studies		Arts		Physical Development		Composite	
	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03
CARROLL																
Developing	6	5	10	10	9	9	7	7	4	5	4	3	3	2	4	4
Approaching	28	31	49	49	39	42	52	49	47	46	28	32	28	30	34	37
Full	66	64	41	42	51	49	41	43	48	50	68	65	69	69	62	59
CECIL																
Developing	11	9	20	14	17	14	17	8	14	5	9	6	8	4	9	8
Approaching	34	43	46	56	45	50	55	67	52	65	37	42	32	47	45	52
Full	55	48	34	30	38	35	28	26	34	30	53	52	60	48	46	40
CHARLES																
Developing	4	5	11	11	10	11	12	12	7	8	3	4	2	2	4	6
Approaching	34	36	52	54	48	42	62	58	58	52	39	35	31	27	41	42
Full	62	59	37	35	42	47	26	29	35	40	58	62	67	71	55	52
DORCHESTER																
Developing	22	7	27	15	24	12	33	12	30	10	18	4	13	5	22	8
Approaching	40	35	45	47	45	42	55	64	48	55	49	42	33	30	40	44
Full	38	58	28	38	31	47	12	24	22	34	33	54	54	65	38	48
FREDERICK																
Developing	1	5	4	8	2	6	3	8	1	6	1	3	0	2	0	5
Approaching	26	31	41	41	36	42	63	55	44	51	38	32	25	27	32	34
Full	74	63	55	51	62	51	34	37	55	43	61	65	75	71	68	61
GARRETT																
Developing	10	10	12	16	14	16	12	14	11	10	9	8	5	4	7	11
Approaching	27	31	41	39	40	39	44	46	44	49	37	43	26	22	35	39
Full	63	59	47	45	46	45	45	40	45	42	55	50	69	74	58	50
HARFORD																
Developing	2	4	6	7	57	11	10	5	2	3	4	2	0	1	1	3
Approaching	18	16	43	32	31	36	40	33	24	19	24	18	8	10	29	20
Full	79	80	52	61	12	52	50	61	73	78	72	80	92	89	69	77

School Readiness Information
School Years 2001-02 and 2002-03

	Social/ Personal		Language/ Literacy		Mathematical Thinking		Scientific Thinking		Social Studies		Arts		Physical Development		Composite	
	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03
HOWARD																
Developing	6	6	10	9	7	8	11	11	9	9	6	6	3	2	5	6
Approaching	27	28	37	42	32	36	51	56	43	51	29	32	23	25	29	33
Full	67	66	53	49	61	56	38	33	48	40	65	63	74	73	66	60
KENT																
Developing	1	2	6	3	6	7	1	44	2	42	1	34	1	28	1	6
Approaching	24	28	44	35	30	41	62	38	34	42	17	56	13	21	17	63
Full	75	70	50	62	64	52	37	17	64	16	82	11	86	51	83	31
MONTGOMERY																
Developing	6	5	11	11	8	9	12	13	11	10	3	3	3	3	5	6
Approaching	28	28	41	43	39	39	56	56	52	54	33	33	26	25	34	37
Full	66	66	47	45	53	53	32	30	37	37	63	63	71	72	61	57
PRINCE GEORGES																
Developing	15	12	22	18	22	20	31	26	25	20	12	8	8	6	14	13
Approaching	41	37	49	46	50	48	53	55	54	54	42	37	39	34	50	46
Full	44	51	29	36	28	32	15	19	21	26	46	55	53	60	36	41
QUEEN ANNES																
Developing	4	4	9	8	9	8	6	6	4	4	3	3	1	1	1	3
Approaching	26	26	50	45	42	27	57	58	37	46	34	28	26	23	35	31
Full	70	70	41	47	50	65	37	37	59	50	63	69	73	76	64	66
ST MARYS																
Developing	9	9	17	16	15	15	20	23	17	20	8	11	5	5	10	12
Approaching	39	33	45	42	44	40	54	50	55	53	41	35	40	34	43	41
Full	52	58	39	42	41	44	26	27	29	27	51	54	54	61	47	47
SOMERSET																
Developing	2	5	7	9	5	8	7	12	3	10	0	4	1	5	1	6
Approaching	14	13	22	15	20	29	31	45	18	18	11	6	11	9	18	13
Full	84	82	71	77	75	63	62	43	79	72	89	89	89	86	81	80

School Readiness Information
School Years 2001-02 and 2002-03

	Social/ Personal		Language/ Literacy		Mathematical Thinking		Scientific Thinking		Social Studies		Arts		Physical Development		Composite	
	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03	SY02	SY03
TALBOT																
Developing	9	6	17	16	15	14	20	16	17	10	8	9	5	2	10	8
Approaching	39	30	45	38	44	42	54	53	55	51	41	27	40	20	43	33
Full	52	64	39	46	41	44	26	31	29	40	51	64	54	78	47	58
WASHINGTON																
Developing	10	7	19	5	16	16	20	16	16	13	5	16	5	5	9	9
Approaching	26	27	41	34	34	37	45	44	41	38	31	34	20	20	34	32
Full	65	66	41	61	49	47	35	40	43	49	54	50	75	75	58	59
WICOMICO																
Developing	5	4	10	10	10	9	19	12	9	5	3	4	3	4	5	5
Approaching	32	28	49	49	47	44	59	54	63	50	35	27	26	27	40	38
Full	63	68	40	41	42	47	22	34	28	45	61	69	71	79	55	58
WORCESTER																
Developing	6	11	9	11	11	13	12	24	7	18	4	6	1	3	5	9
Approaching	44	41	63	55	57	44	74	55	63	57	49	41	34	37	50	50
Full	50	49	28	33	32	43	15	21	30	25	48	53	65	60	45	42
EDISON																
Developing	11	8	15	8	20	8	25	14	22	11	17	6	4	2	14	7
Approaching	64	53	70	51	60	59	71	72	54	61	46	48	64	41	56	50
Full	25	40	15	41	21	33	5	14	24	28	37	46	31	57	30	43

APPENDIX E

References

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